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ABSTRACT

A review and analysis of demographic trends in the Los Rios Community College District (LRCCD) is presented, along with a discussion of the effects that changes in students' age, sex, and ethnicity have on enrollments, student contact hours, day/evening programs, and credit load. Following introductory comments on the use of the trend analysis for college planning, an overview of changes in community college students since 1960 is presented. Next, student enrollment and demographic data are provided for the fall semesters from 1978 to 1986, focusing on: overall enrollment trends; trends in age, gender, and ethnicity of students; changes in credit load and day/evening attendance patterns resulting from changes in student clientele; and trends in weekly student contact hours. This section concludes with profiles for each college in the LRCCD. The next sections consider implications of district and statewide trends for planning in the LRCCD. Concluding comments underscore the district's responsibility for responding appropriately to changing enrollments and demographics. Appendices provide fall 1986 demographic data for each LRCCD college. (EJV)

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Fall 1986 Enrollment Update: Trends and Implications

Fourth Report in the Planning for Change Series

January 1987
Office of Planning and Research
Los Rios Community College District
1919 Spanos Court, Sacramento, CA 95825

LOS RIOS COMMUNITY COLLEGE DISTRICT

JC 870 114

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FALL 1986 ENROLLMENT UPDATE: TRENDS AND IMPLICATIONS

Fourth Report in the

Planning for Change Series

Janis Cox Coffey
Randall D. Jones

January 1987

Los Rios Community College District
Office of Planning and Research
1919 Spanos Court
Sacramento, California
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LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

DAVID MERTES
Chancellor/Superintendent

FALL 1986 ENROLLMENT UPDATE: TRENDS AND IMPLICATIONS

Executive Summary

This is the fourth report in the Planning for Change series, annual reports which review and analyze demographic trends for the Los Rios Community College District and its colleges. This report focuses on the key factor of the district's changing student clientele--on the effects that changes in the age, sex and ethnicity of our students have had and will continue to have on our enrollments, contact hours, day/evening programs, and credit load. The set of demographic factors associated with our student clientele is the primary force affecting the future of our district and colleges, since even our funding is enrollment--and thus student--driven. The report also answers some key questions arising from the data, discusses implications of the trends for program, student service and facilities planning, and concludes with a section on the district's ability to influence its demographic future.

GENERAL TRENDS

Enrollment

- Fall 1986 enrollment was 42,753, up 8.0% over Fall 1985. This reverses the enrollment decline which began in 1982.
- WSCH increased 3.4% from Fall 1985. The smaller increase in WSCH than in enrollment reflects the continuing trend toward lighter unit loads.

Age

- The proportion of traditional "college-age" students (18-20 years old) has declined from 30% in 1978 to 25% in Fall 1986, echoing the decline of recent high school graduates.
- In contrast, the "baby boomer" students (30-39 years old) have been increasing their proportion from 15% in 1978 to 20.5% in Fall 1986. This group is now the second-largest age group in the district, right behind the 18-20 year-olds.
- The "older adult" students (aged 40 and over) now comprise 14.2% of our student population, continuing a growth trend which began in Fall 1984.
- As of this year, students over age 25 now constitute well over half (52%) of our student body; in 1978 over half (54%) were under age 25.

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Gender

- Women continue to constitute the majority of the district's students, although their proportion declined very slightly from 57.2% in Fall 1985 to 57.0% in Fall 1986.

- The trend since 1978 has been toward an increasing proportion of women students, a trend also found throughout higher education in California and nationally.

Ethnicity

- The district's minority student population has shifted from being predominantly black to predominantly Asian. The proportion of black students has declined from a high of 10.7% in Fall 1982 to 8.0% in Fall 1986, while Asians increased from 6.7% in Fall 1978 to the current 9.7%. These trends for Asian and black students in Los Rios reflect similar trends throughout postsecondary education in California.

- Hispanic students have shown a slow but steady increase, from 6.6% in Fall 1978 to 7.7% in Fall 1986.

- American Indian students have almost doubled their proportion of the district student population, increasing from 1.3% in Fall 1978 to 2.1% in Fall 1986.

Unit Load

- Over three-fourths of Los Rios students are now enrolled for fewer than twelve units, making the Los Rios colleges predominantly part-time student institutions.

- The proportion of students taking the lightest unit load (generally one course) has increased substantially from 35% in 1978, to 45% in Fall 1986.

- The proportion of students attending full-time (12 units or more) has declined from 32% in Fall 1978 to 23% in Fall 1986.

- The "mid-load" group of students (6 to 11.9 units) has remained remarkably steady at roughly 32% throughout the nine-year period.

Day/Evening Attendance

- The day/evening attendance ratio since 1978 has been approximately 60% day/40% evening, with Fall 1986 day enrollment (61%) down somewhat from Fall 1985 (62%).

- In Fall 1986, 72.9% of the Weekly Student Contact Hours (WSCH) in the district were generated by day students, and 27.1% by evening students.

Summary

- The district's student body is becoming older, more female, more Asian and Hispanic, and more part-time than ever before. These district trends mirror those for community colleges statewide and can be expected to continue.

EFFECTS OF THE CHANGING CLIENTELE

Credit Load

- The younger the student, the heavier the credit load; 18-20 year-olds take 10.1 units on average.
- 18-20 year-olds, Asians, and men are more likely to attend full-time, although in all of these groups, the majority now attend part-time, a trend that is expected to continue.

Grade Point Average

- The older the student, the higher the average or mean GPA; students 40 and over have the highest average GPA (3.10).
- Women get higher GPAs than men, and older women get the highest average GPA of all.
- Whites and Asians have higher average GPAs than other ethnic groups (2.79 and 2.73, respectively).

Transfer

- Younger students are more likely to transfer to UC or CSU than older students; 82.3% of Fall 1980 transfers to UC Davis were under age 25, as were 68.2% of Los Rios transfers to CSUS.
- Men were the majority (51.7%) of our transfers to UC in Fall '85; women were the majority to the CSU system (53.9%). Given the much larger number of transfers to CSU, however, more women actually transferred to UC and CSU than did men (949 and 845 total transfers, respectively).
- Asians were the most likely ethnic group to transfer to UC in Fall' 85; to CSU, it was whites.
- Los Rios transferred twice the proportion of Asians (22.1%) and about the same proportions of Hispanics (9.8%) and blacks (3.5%) to the UC system as was the case statewide in Fall 1985.
- Among our Fall 1980 transfers to UC Davis, the highest after-transfer GPA was obtained by students age 30 and older (over 2.9 GPA), by women (2.7 GPA compared to 2.6 for men), and by whites and Asians (both about 2.7 GPA).
- At CSUS, the highest after-transfer GPA was held by students in the 25-39 age group (2.8 GPA), by women (2.8 compared to 2.6 for men), and by whites (2.8).
- Overall, in terms of success after transfer, it's older women who are the most successful transfer students.

Summary

- While our students are becoming older, more female, more Asian and more part-time--which may pose problems for the district in terms of unit load and WSCH per student--these same students are likely to be our most successful in terms of their grade point averages at Los Rios and their after-transfer GPAs.

IMPLICATIONS FOR PLANNING

Given the past and probable future changes in our student clientele, the implications for programs, student services, and facilities planning can be summarized as follows:

- Schedules that are more convenient for our older, part-time, and working students, including more flexibility and increased choice in time and location of courses and programs.
- Degree and certificate programs that can be completed entirely in the evening or on weekends.
- Short-term, intensive classes as alternatives to semester length courses.
- Increasing numbers of programs targeted for women.
- Expanded services such as child care and financial aid in support of the many working, often single parents who attend our colleges.
- Understanding of the longer time needed for completion of a degree, and of the "drop-in" nature of many of our students.
- Increased demands for job retraining and skill upgrading, offered in convenient locations.
- Increased focus on nontraditional job training opportunities for women and ethnic minorities through our vocational education programs.
- Increased needs for ESL and remedial courses, offered in the evening as well as during the day.
- Increased attention to counseling to help students balance the demands of job, family and school.
- Analysis of the level and scope of services needed by an older student population.

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We would like to especially acknowledge the contributions of three of our colleagues to this document. Special thanks are due to Dr. Beth Lee for her careful editing of the college profiles, to Mr. John Ruden for his assistance with the implications section of the study, and to Ms. Ann Lynch for the preparation and production of the entire report.

Janis Cox Coffey
Randall D. Jones
January 1987

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FALL 1986 ENROLLMENT UPDATE: TRENDS AND IMPLICATIONS

Fourth Report in the PLANNING FOR CHANGE Series

INTRODUCTION

This Fall 1986 Enrollment Update is the fourth report in the Los Rios district's Planning for Change series. Each report in the series has presented not only the latest district and college enrollment statistics, but has also focused on particular trends or research findings that will help those who plan our colleges' programs, student services and facilities usage to better meet our students' needs and make the wisest use of our resources. Since the reports in this series are intended for use by those at the colleges, as well as by the Board and district administration, each report includes complete sets of the charts and graphs for each college and the Placerville Center for immediate use by college staff.

The first report in the series, Planning for Change: Assessing Internal and External Environmental Factors (Coffey, 1984), essentially set the stage for this report by discussing the various demographic, economic, and sociopolitical factors that could be expected to alter how this district should operate over the next five to ten years. The report then focused on the demographics of the district's and the colleges' service area populations in comparison with the Fall 1983 student population to determine how well our students reflected the larger community.

The second report, Planning for Change: Fall 1984 Enrollment Update (Coffey, 1985), discussed the effects that the imposition of tuition may have had on our student enrollments through an analysis of the shifts in age, sex, credit load, and--most particularly--ethnicity, that occurred after the new tuition was in effect. The report also included the results of extensive research into the sharp districtwide decrease in black student enrollment in Fall 1984, a decline echoed in other districts throughout the state.

The third report, Planning for Change: Fall 1985 Enrollment Update (Jones, 1986), reviewed the various demographic trends for the district and colleges and, for the first time, provided an analysis of the continuing shift from full- to part-time enrollment, with the resultant effects on credit load, WSCH and funding. Profiles of full-time, mid-load, and light-load students were drawn, examining the types of students typically found in each group and their different reasons for attending a Los Rios college. Implications of this shift in credit load for planning programs and student services were also discussed.

This new report builds on the three previous reports in its analysis of the district and college demographics. It focuses specifically on the key factor of our changing student clientele--on the effects that changes in the age, sex and ethnicity of our students have had and will continue to have on our enrollments, contact hours, day/evening programs, and credit load. The set of demographic factors associated with our student clientele is the primary force affecting the future of our district and colleges, since even our funding is enrollment--and thus student--driven. After analyzing the demographic trends, the report focuses on some key questions arising from the data and on implications of the trends for program, student service and facilities planning. The report concludes with a brief section on "Demographics and Destiny," concerning the district's ability to influence its demographic future.

THE COMMUNITY COLLEGE STUDENT THEN AND NOW

As people involved in the business of education, our key concern must be with our student clientele: what kinds of students are coming to our colleges and what do they want? In 1960, the answers to these two questions were relatively easy. The community college student was most likely to be young, male, white and middle-class, attending full-time and interested in transfer to a four-year college or university or in vocational education. The mission of the state's community colleges as envisioned in the 1960 Master Plan reflected the demographics of the 1960 student clientele: to provide initial access for the burgeoning number of recent high school graduates who either: (1) were eligible for the University or state colleges (now State University) but could not be accommodated due to the limited number of places for entering freshmen; (2) did not have the academic record from high school to attend one of the four-year segments; (3) could not afford or did not wish to live away from home; or (4) wanted vocational training for entry into the job market rather than a baccalaureate degree.

The two and one-half decades since 1960 have seen major changes in California society and in our student clientele. As the students and their needs have changed, so have our functions. Today, we serve a student clientele that is, on average, predominantly female, older, working, more ethnically diverse, lower income, less well-prepared academically, less fluent in English, and more job-oriented than ever before. These changes in the student clientele are affecting every district in California and Los Rios is no exception. Consider, for example: in 1966 at American River College, 60% of the daytime students were male, 71% were full-time (taking 12 or more units), and 57% were in their teens, with another 36% in their twenties; only 7% were age 30 or older. In contrast, by 1986, the ARC day students were 53% female, 63% part-time, and only 29% were in their teens; 49% were in their twenties and 23% were 30 or older (Rasor, November 1986). These are dramatic changes in our student clientele, with implications for programs, student services, and facilities planning. The next section of this report will analyze the demographic and enrollment trends that underscore this shift in our student clientele, highlighting both district figures and differences among our three colleges and Placerville in the kinds of students attending each campus.

DEMOGRAPHIC AND ENROLLMENT TRENDS: 1978-1986

This section examines student enrollment and demographic data for the fall semesters from 1978 to 1986. The information is based on the official Fall Fourth Week Census reports done each September and on the Fall Student Characteristics Reports; the data have been analyzed by a computerized statistical analysis program ("SPSS-X").

This section is organized as follows: overall enrollment trends (numbers of students coming to our colleges); demographic trends (changes in the age, gender, and ethnicity of our student clientele); credit load and day/evening attendance (changes in course-taking patterns as a result of changes in student clientele); and, finally, trends in Weekly Student Contact Hours or WSCH (the measure on which our funding is based).

District totals are presented in the charts and graphs in this section, with the highlights for the colleges discussed in the text. The complete set of charts and graphs for each college, along with a summarized, two-page demographic profile for each college, may be found in the Appendices to this report. The use of this information for additional analysis and publication by college staff is encouraged.

ENROLLMENT

Figure 1 illustrates the district's fall semester enrollments from 1978 to 1986. The Fall 1986 enrollment is up 8.0% from Fall 1985, reversing a declining enrollment trend that began in Fall 1982. This sudden increase in enrollments is not unique to Los Rios: enrollments are up in community colleges statewide, reversing a statewide trend in declining enrollments. Moreover, this enrollment increase occurred in four-year colleges statewide and nationally as well. The federal Department of Education had forecast a national college enrollment decline this year due to the declining number of college-age students but instead, enrollments increased, apparently due to the increased enrollments of part-time and older students (Los Angeles Times, December 22, 1986). As we will see in this section, the increase in Los Rios enrollments is also due to increased enrollments of older and part-time students, rather than those in the traditional 18-20 year-old age group.

The proportional enrollment increase was highest at CRC/Placerville (up 15.5%), followed by Cosumnes River College (up 12.6%), American River College (up 10.1%), and Sacramento City College (up 2.3%).

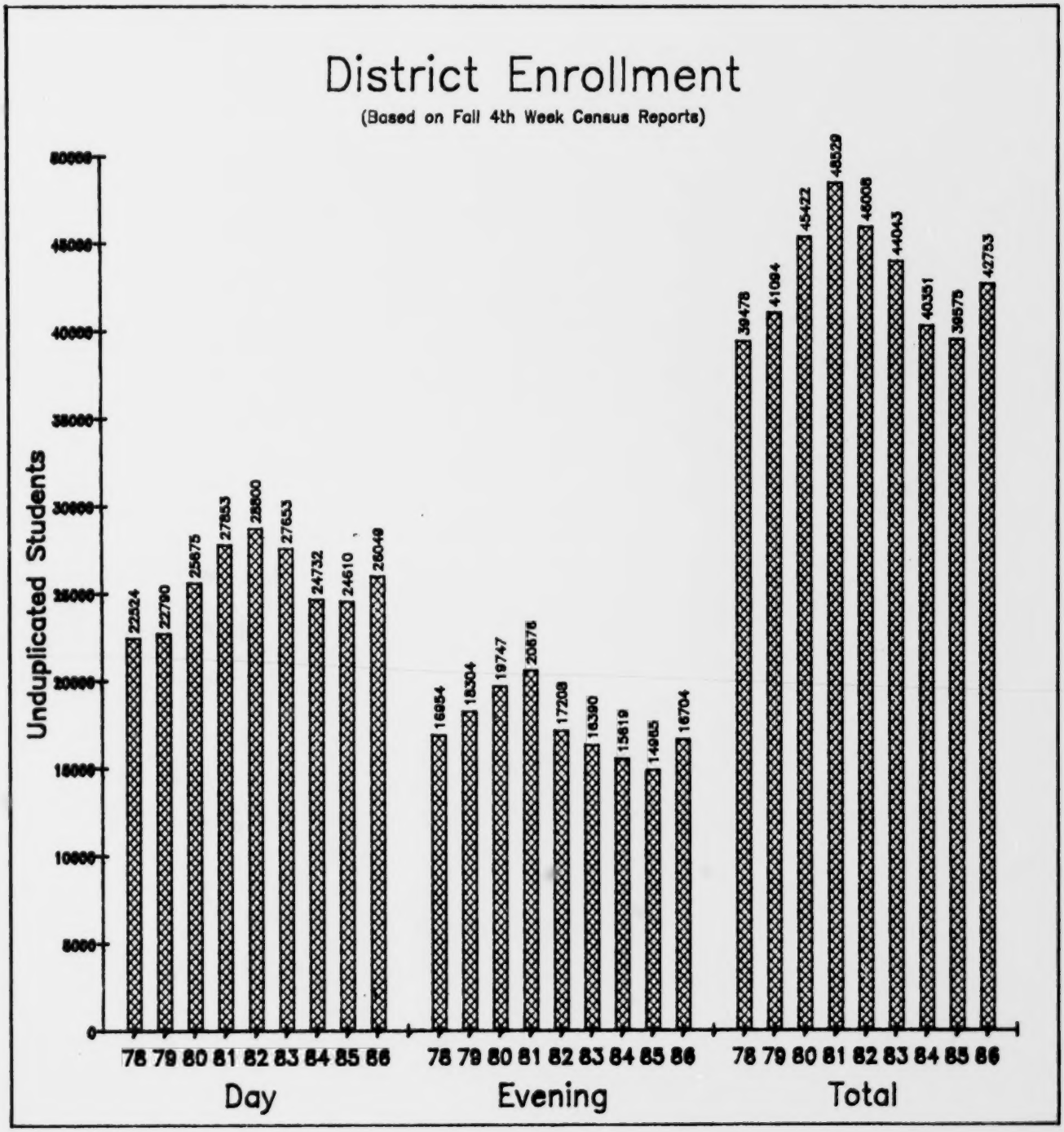
District Enrollment
(Based on Fall 4th Week Census Reports)
Unduplicated Students
0
8000
10000
15000
20000
25000
30000
35000
40000
45000
50000
22524
22790
25675
27853
28800
27653
24732
24610
26049
16854
18304
19747
20676
17208
16390
15619
14965
16704
39478
41084
45422
48529
46008
44043
40351
38575
42753
78 79 80 81 82 83 84 85 86
78 79 80 81 82 83 84 85 86
78 79 80 81 82 83 84 85 86
Day
Evening
Total

Figure 1

5

AGE

Figure 2 illustrates the proportions of students in each of several age groups. The proportion of students in the 18-20 year-old age group continued to decline in Fall '86 and stands at 25.1%, compared to 26.6% in Fall '85. The overall trend in this traditional college-age group has been a decline from 30% in 1978, echoing the decline in numbers of recent high school graduates.

In contrast to the decline in the 18-20 year-old students, is the increase in the 30-39 year-old students. Now at 20.5%, this group of "baby boomers" has been increasing its proportion of our student clientele since 1978, when it was only 15%. Having surpassed the proportion of students in the 21-24 year-old group (19.9%), the "boomers" are now the second largest age group in the district, right behind 18-20 year-olds.

The "older adult" students aged 40 and over now comprise 14.2% of our student population, continuing a growth trend since Fall '84.

Given the continuing decrease in those students under age 25, it is clear that districtwide, students over the age of 25 now constitute well over half (52.1%) of our student body. In other words, whereas in 1978 over half (53.6%) of our students were under age 25, now more than half are over 25.

American River College and Sacramento City College have younger student profiles than the other two campuses, with 51% and 49% of their students under age 25, respectively. Cosumnes River College has 56.4% of its student over age 25, while CRC/Placerville has the oldest student population in the district, with 73.5% over age 25--and almost 60% over age 30.

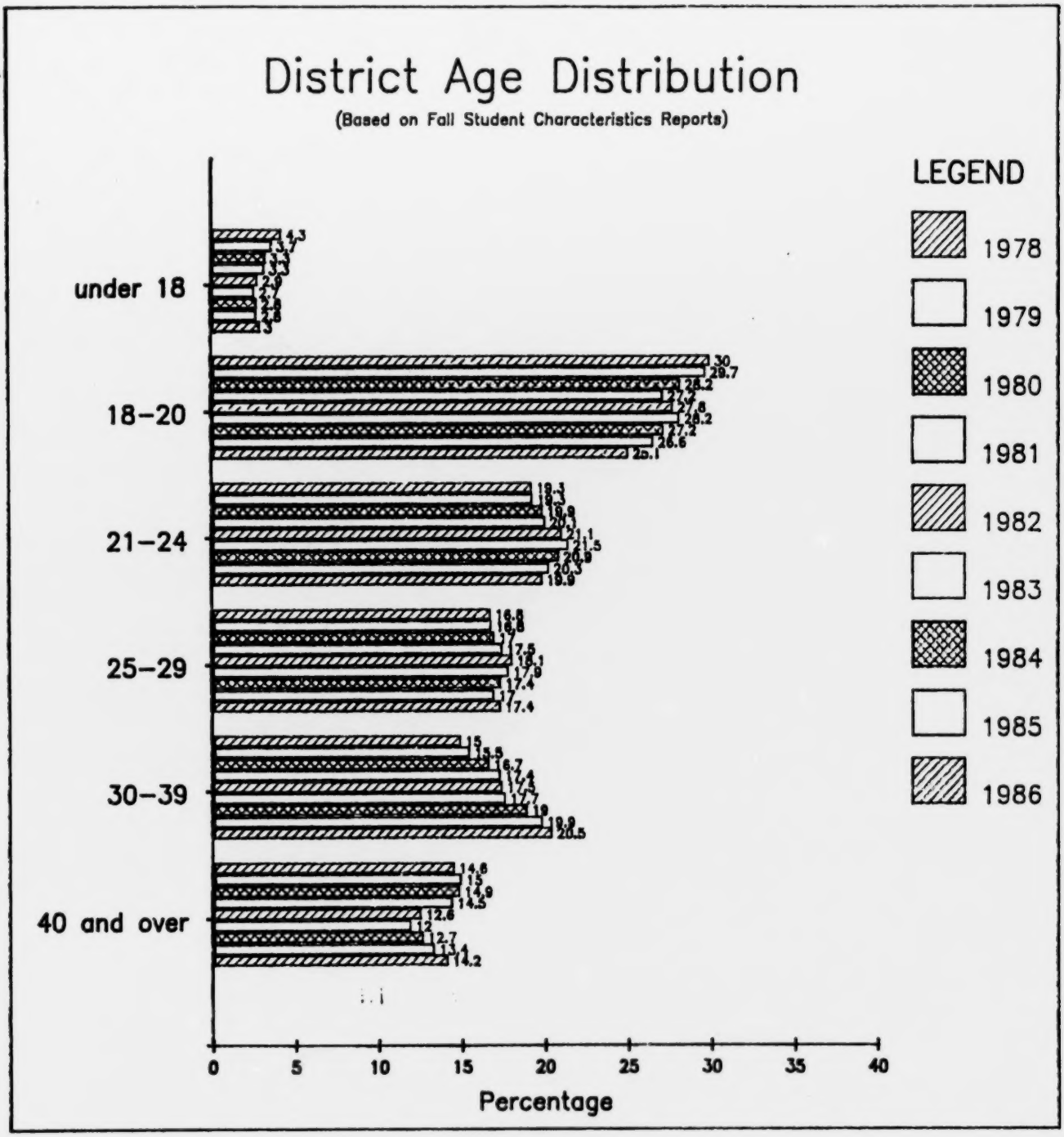
District Age Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
1986
under 18
18–20
21–24
25–29
30–39
40 and over
0
5
10
15
20
25
30
35
40
Percentage

Figure 2

7

GENDER

In Fall '86, as shown in Figure 3, women continued to be the majority of the district's students, although their proportion declined very slightly from 57.2% in Fall '85 to 57.0% this year. In general, the trend since 1978 has been toward an increasing proportion of women students, a trend that has also occurred throughout higher education in California and nationally.

CRC/Placerville had the highest proportion of women as students in Fall '86 at 68.4%, up from 67.5% in Fall '85. American River had the lowest proportion of women at 55.5%, a decrease from 56.2% in Fall '85, but still an overall increase since 1978 when the proportion of women was 52.3%. Sacramento City College continued its Fall '85 increase and had 57.2% women as students in Fall '86, up from 53.8% in 1978. Only Cosumnes River College had proportionately fewer women in 1986 (57.4%) than in 1978 (58%), continuing a recent decline that began in Fall 1985.

While women constitute the majority of students at most California community colleges, they account for 69% or more of the enrollment at L. A. Southwest, L. A. Mission, and Feather River Colleges, somewhat confounding those who feel the enrollment of women will "top out" at 55%-60% (Director's Report, C.P.E.C., May 1986). If these districts are indicative of an acceleration in the statewide trends, it is possible that women could comprise the vast majority of community college students statewide as we enter the next century.

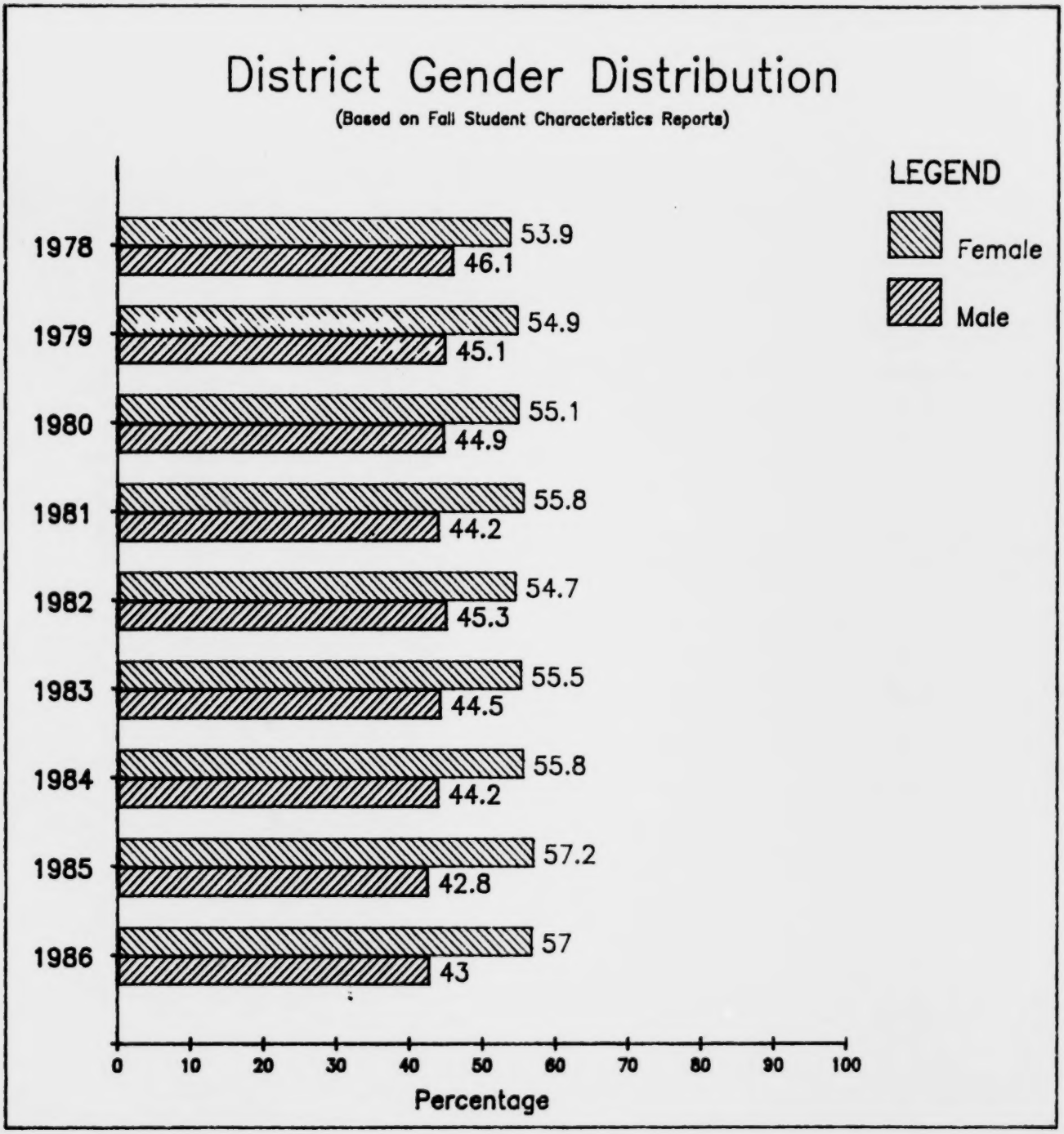
District Gender Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
Female
Male
1978
53.9
46.1
1979
54.9
45.1
1980
55.1
44.9
1981
55.8
44.2
1982
54.7
45.3
1983
55.5
44.5
1984
55.8
44.2
1985
57.2
42.8
1986
57
43
0
10
20
30
40
50
60
70
80
90
100
Percentage

Figure 3

9

ETHNICITY

Figure 4 on the next page graphically illustrates the trends in the differing proportions of the district's ethnic minority student populations since 1978, while Figure 5 on the following page provides the precise numbers and percentages of all ethnic groups in our district's student enrollment during the last nine years. (The row on Figure 5 marked "'80 Fed. Census" shows the numbers and proportions of all ethnic groups in the district's service area based on the 1980 Federal Census.)

As can be seen in Figure 4, the district's minority student population has shifted from being predominantly black to predominantly Asian. As Figure 5 indicates, the proportion of black students has declined from a high of 10.7% in Fall 1982 to 8.0% in Fall '86, while Asians increased from 6.7% in Fall '78 to 9.7% in Fall '85, and then held steady at 9.7% in Fall '86. Whether the increase in Asian students is leveling off districtwide remains to be seen, and the picture varies substantially by college, with the smallest increase in the Asian student population occurring at Sacramento City College, which has the largest number and proportion of Asian students. The number of black students at Sacramento City College continued to decrease, down 9.5% from Fall '85, while American River and Cosumnes River showed increased numbers of black students in Fall '86. (The numbers of minority students at CRC/Placerville are so small that the percentage increases and decreases are essentially meaningless.)

Hispanic students districtwide have shown a slow but steady increase, from 6.6% of the student population in Fall '78 to 7.7% in Fall '86. Sacramento City College had the highest number and proportion of Hispanic students in Fall '86 at 11.2%, although this represented a slight decline from 11.5% in Fall '85. Since Sacramento City college has the highest number and proportion of ethnic minorities in the district, increases or decreases at that campus substantially affect the district picture.

American Indian students have not quite doubled their proportion of the district student population, increasing from 1.3% in Fall '78 to 2.1% in Fall '86.

In summary, while Asian, Hispanic, American Indian and "other" ethnic minority groups have shown increases in both numbers and proportions districtwide over the past nine years, blacks have declined in number and proportion since Fall '83. However, the increase in Asian students and the decrease in black students is not peculiar to Los Rios. Statewide, Asian students increased their numbers and proportions in all three public postsecondary segments, while black students decreased their proportions in the California Community Colleges and the State University. The proportion of black students at the University of California, while small, has increased slightly since 1980 (from 3.9% to 4.2% in Fall '85). (Director's Report, C.P.E.C., May 1986)

A final note: the decrease in the proportion of those students who refuse to state their ethnicity (the "Not Coded" group in Figures 4 and 5) means that our ethnicity figures have become increasingly accurate since 1978. However, it is interesting to note that the decrease in the "Not Coded" category shown in Figure 4 almost mirrors the increase in the Asian population. It is possible that it was primarily Asian students who had refused to state their ethnicity until Fall 1983, but whether (and why) this might be the case involves pure speculation--an area where researchers should fear to tread.

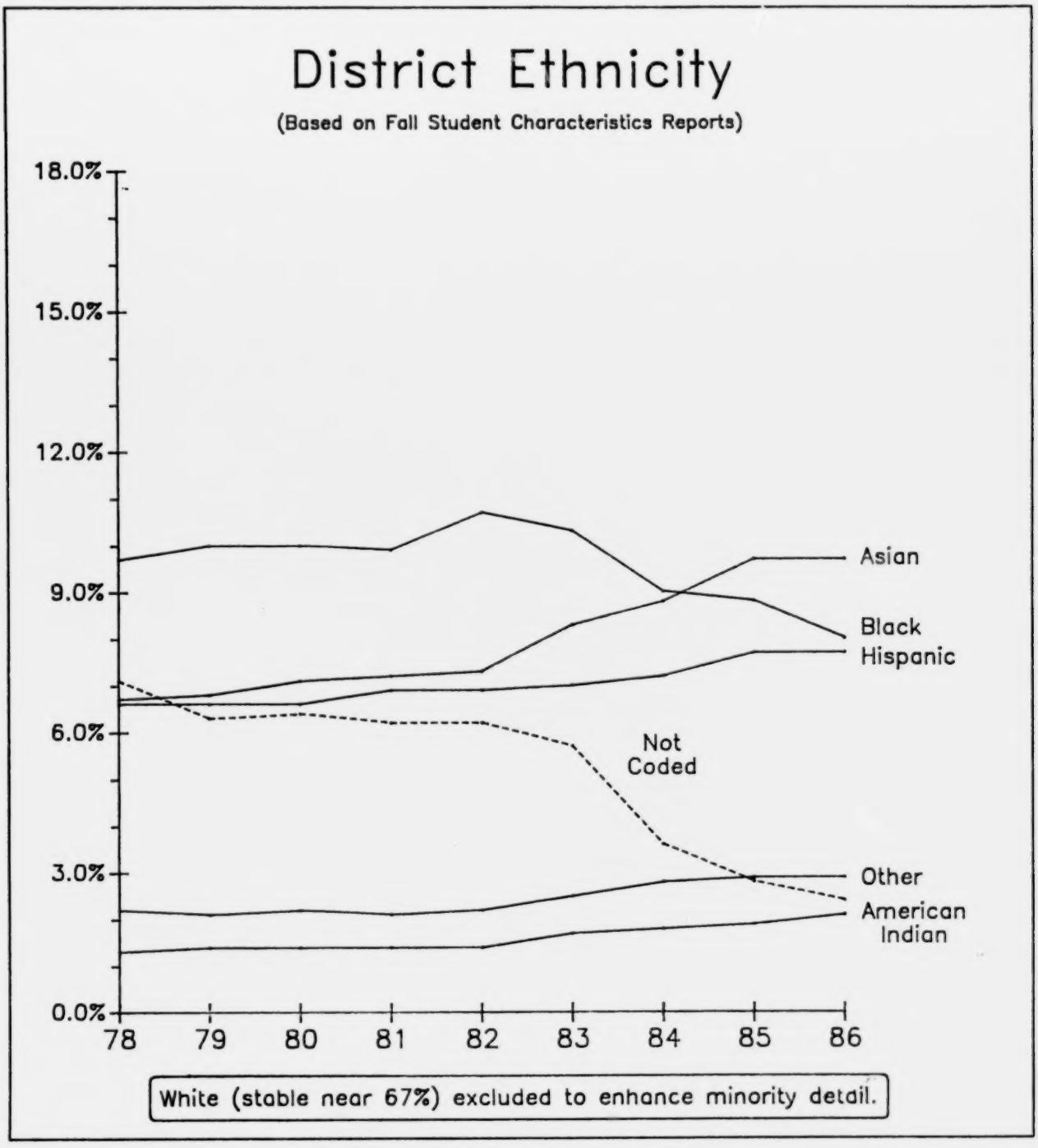
District Ethnicity
(Based on Fall Student Characteristics Reports)
18.0%
15.0%
12.0%
9.0%
6.0%
3.0%
0.0%
78
79
80
81
82
83
84
85
86
Asian
Black
Hispanic
Not Coded
Other
American Indian
White (stable near 67%) excluded to enhance minority detail.

Figure 4

District Ethnicity
(Based on Fall Student Characteristics Reports)

	WHITE	BLACK	HISPANIC	ASIAN	AMERICAN INDIAN	OTHER	NOT CODED	TOTAL
Fall 1978	26209	3838	2603	2657	499	863	2809	39478
	66.4%	9.7%	6.6%	6.7%	1.3%	2.2%	7.1%	
Fall 1979	26844	4013	2640	2734	562	863	2538	40194
	66.8%	10.0%	6.6%	6.8%	1.4%	2.1%	6.3%	
Fall 1980	29405	4435	2929	3161	599	978	2834	44341
	66.3%	10.0%	6.6%	7.1%	1.4%	2.2%	6.4%	
CSA, 1980	701908	59092	82169	44856	10972	5817		904814
Fed. Census	77.6%	6.5%	9.1%	5.0%	1.2%	0.6%		
Fall 1981	31538	4707	3263	3404	656	1002	2928	47498
	66.4%	9.9%	6.9%	7.2%	1.4%	2.1%	6.2%	
Fall 1982	30422	4969	3185	3374	637	1003	2892	46482
	65.4%	10.7%	6.9%	7.3%	1.4%	2.2%	6.2%	
Fall 1983	27424	4376	2961	3517	743	1057	2414	42492
	64.5%	10.3%	7.0%	8.3%	1.7%	2.5%	5.7%	
Fall 1984	26029	3524	2817	3438	683	1109	1420	39020
	66.7%	9.0%	7.2%	8.8%	1.8%	2.8%	3.6%	
Fall 1985	25040	3316	2896	3654	713	1089	1056	37764
	66.3%	8.8%	7.7%	9.7%	1.9%	2.9%	2.8%	
Fall 1986	27197	3253	3103	3928	842	1180	969	40472
	67.2%	8.0%	7.7%	9.7%	2.1%	2.9%	2.4%	
F85-F86 percent change	+8.6%	-1.9%	+7.1%	+7.5%	+18.1%	+8.4%	-8.2%	+7.2%

Federal Census definition of "Spanish Origin" is not comparable to other ethnic definitions.
Federal Census combines "Other" and "Not Coded."

Figure 5

12/13

UNIT LOAD

Figure 6 shows the trends in percentages of students enrolled districtwide in each of three unit-load categories--light-load (0 to 5.9 units), mid-load (6 to 11.9 units), and full-time (12 units or more). The proportion of students taking the lightest unit load (generally, one course) has increased substantially since 1978, from 34.9% to 44.9% in Fall 1986. Conversely, the proportion of students attending full-time (taking a load of 12 units or more), has declined from 32.4% in Fall 1978 to 23.1% in Fall 1986. The mid-load group of students has remained remarkably steady at roughly 32% throughout the nine-year period.

The change in student demographics--more older students, women and ethnic minorities--has in large part contributed to the shift in unit load, or in the "full-time/part-time" nature of our students. Over three-fourths of Los Rios students are now enrolled for fewer than 12 units, making the Los Rios colleges predominantly part-time student institutions. (See the Fall 1985 Enrollment Update for an extensive analysis of the declining unit load issue, profiles of our students by unit load, and the implications for planning.)

The unit load picture at American River College almost mirrors that of the district, with a slightly lower proportion attending full-time (21.4%) in Fall '86. Sacramento City College has the highest proportion of students attending full-time (30%), while CRC/Placerville has the lowest percentage of full-time students (8.9%) and the highest proportion taking the lightest unit load (71.1% taking 5.9 units or less). Over half of Cosumnes River College's students are taking the lightest load (53.3%), and only 18.5% are attending full-time. In each college, the trend is toward fewer and fewer full-time students, and substantially more students taking 5.9 units or less (usually one course).

This trend toward lighter and lighter unit loads has implications for our funding. Under the current ADA finance formula, the cost per student relative to income increases as the proportion of full-time students decreases, since administrative and student support services (assessment, counseling, financial aid) must be provided for each student regardless of unit load. While the costs go up, funding can decrease, since funding is related to unit load through the measure of Weekly Student Contact Hours or WSCH, meaning that part-time students generate less funding than those attending full-time.

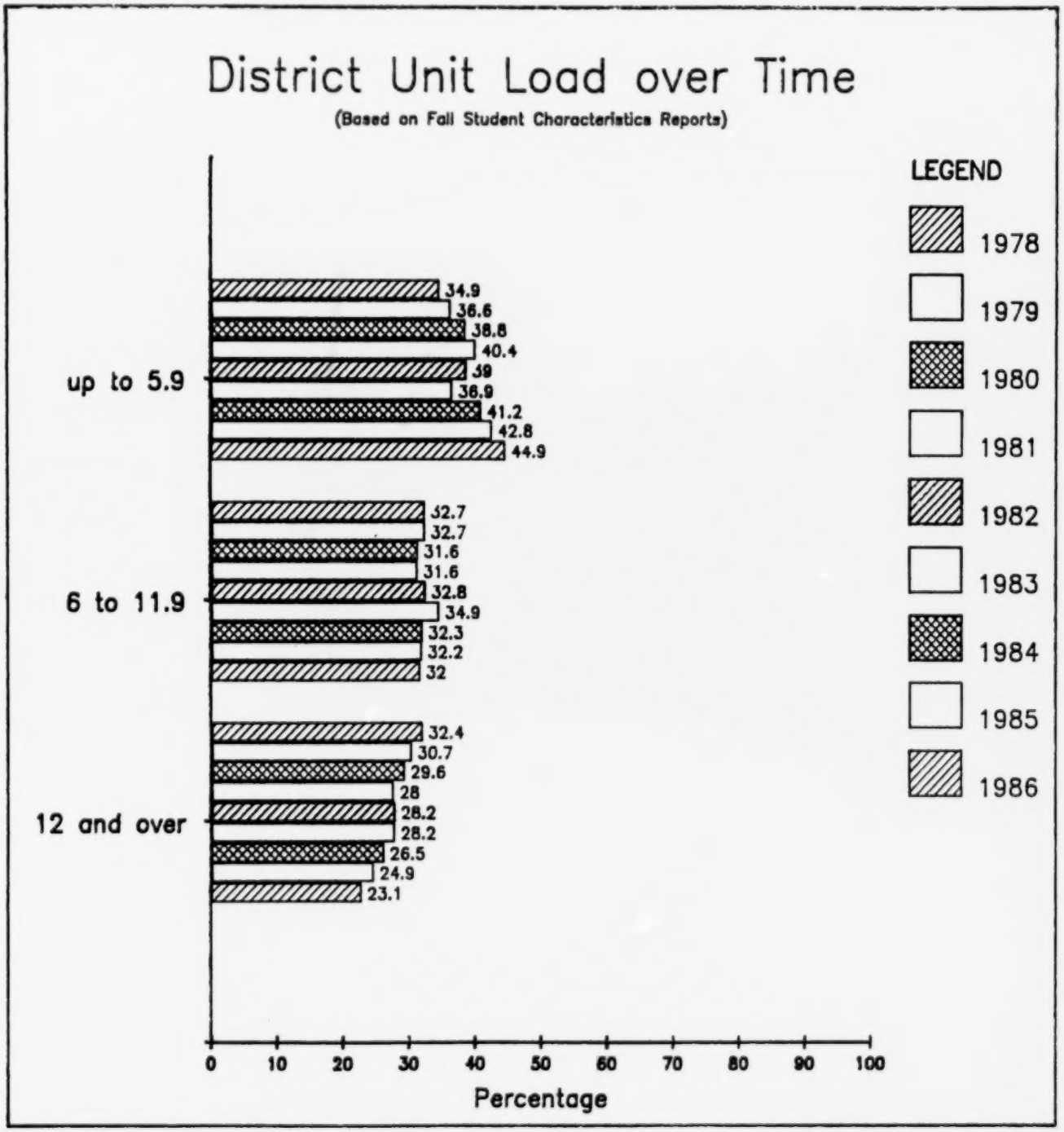
District Unit Load over Time
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
1986
up to 5.9
34.9
36.6
38.8
40.4
39
36.9
41.2
42.8
44.9
6 to 11.9
32.7
32.7
31.6
31.6
32.8
34.9
32.3
32.2
32
12 and over
32.4
30.7
29.6
28
28.2
28.2
26.5
24.9
23.1
0
10
20
30
40
50
60
70
80
90
100
Percentage

Figure 6

DAY/EVENING ATTENDANCE

Figure 7 illustrates the district's day/evening attendance proportions from Fall 1978 through Fall 1986. While there have been some variations, the trend has been toward a roughly 60% day/40% evening split, with Fall '86 day enrollment (60.9%) down somewhat from Fall '85 (62.2%). The day/evening attendance picture varies substantially, however, by college.

While American River College essentially mirrors the district's Fall '86 figures (60.7% day/39.3% evening), Sacramento City College has almost 70% day students, while Cosumnes River and Placerville are closer to a half-and-half split, with 54.2% and 49.2% day students, respectively.

(For a discussion of the effect that the administrative reassignment of particular outreach centers had on college day/evening attendance figures in Fall '85, see the Fall 1985 Enrollment Update.)

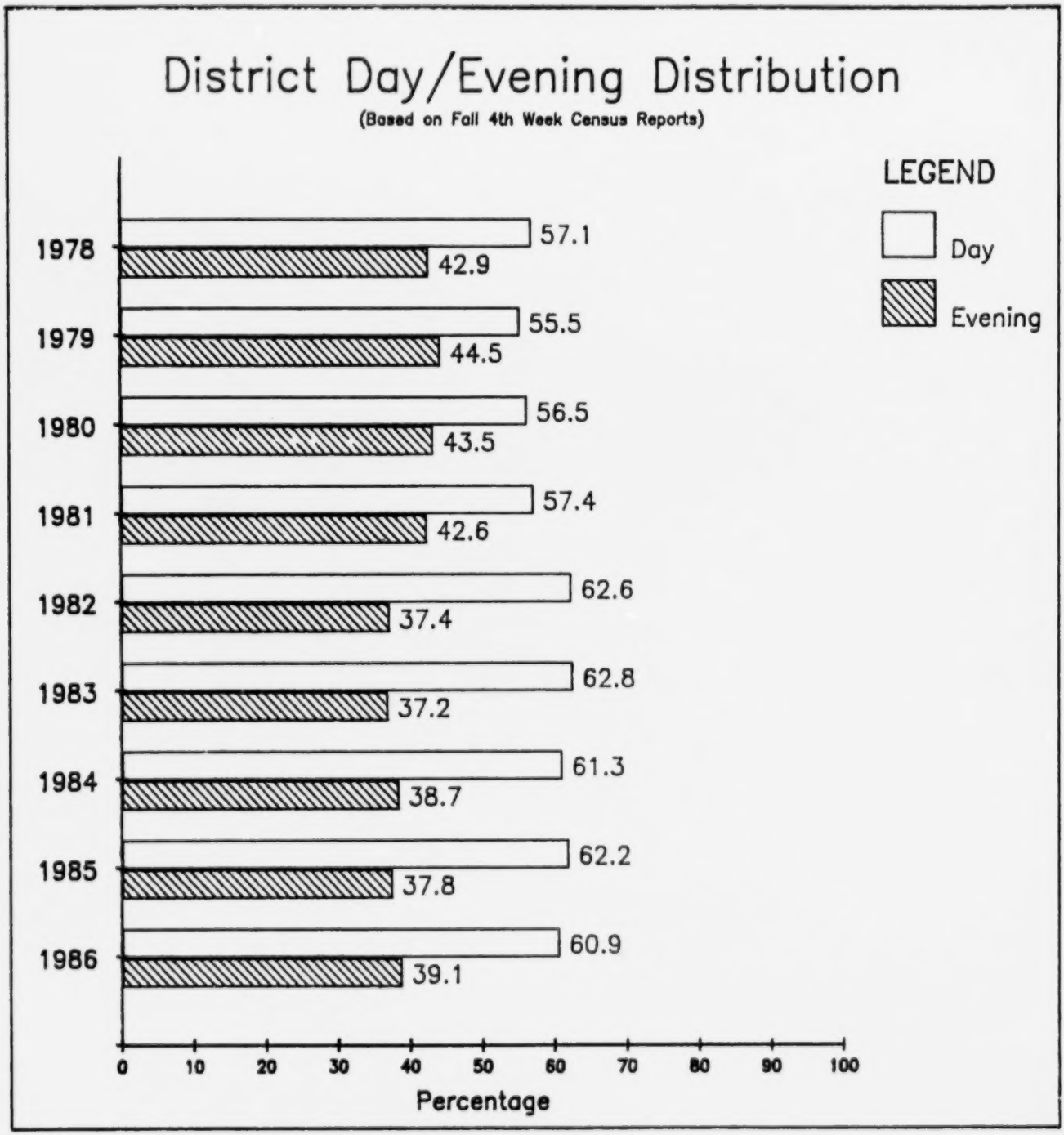
District Day/Evening Distribution
(Based on Fall 4th Week Census Reports)
LEGEND
Day
Evening
1978
57.1
42.9
1979
55.5
44.5
1980
56.5
43.5
1981
57.4
42.6
1982
62.6
37.4
1983
62.8
37.2
1984
61.3
38.7
1985
62.2
37.8
1986
60.9
39.1
0
10
20
30
40
50
60
70
80
90
100
Percentage

Figure 7

WEEKLY STUDENT CONTACT HOURS

Figure 8 on the following page illustrates the trend in district Weekly Student Contact Hours (WSCH) which peaked in 1981 when district enrollments peaked, and then declined through Fall '85 at a faster rate than enrollment, reflecting the shift to lighter student unit loads. In Fall '86 both enrollments and WSCH increased (8.0% and 3.4%, respectively), with the smaller increase in WSCH than in enrollment again reflecting the increasing numbers of part-time instead of full-time students.

WSCH increased in Fall 1986 at all campuses except Sacramento City College, where there was a slight drop of 0.7% in WSCH--even though enrollments went up 2.3%. This attests to the fact that if increases in enrollments come from students taking the lightest unit load instead of full-time students, a college can experience a decline in WSCH while enrollments increase. Given our districtwide trend toward lighter and lighter unit loads, decreases in WSCH--even in the face of increases in enrollment--may occur more frequently.

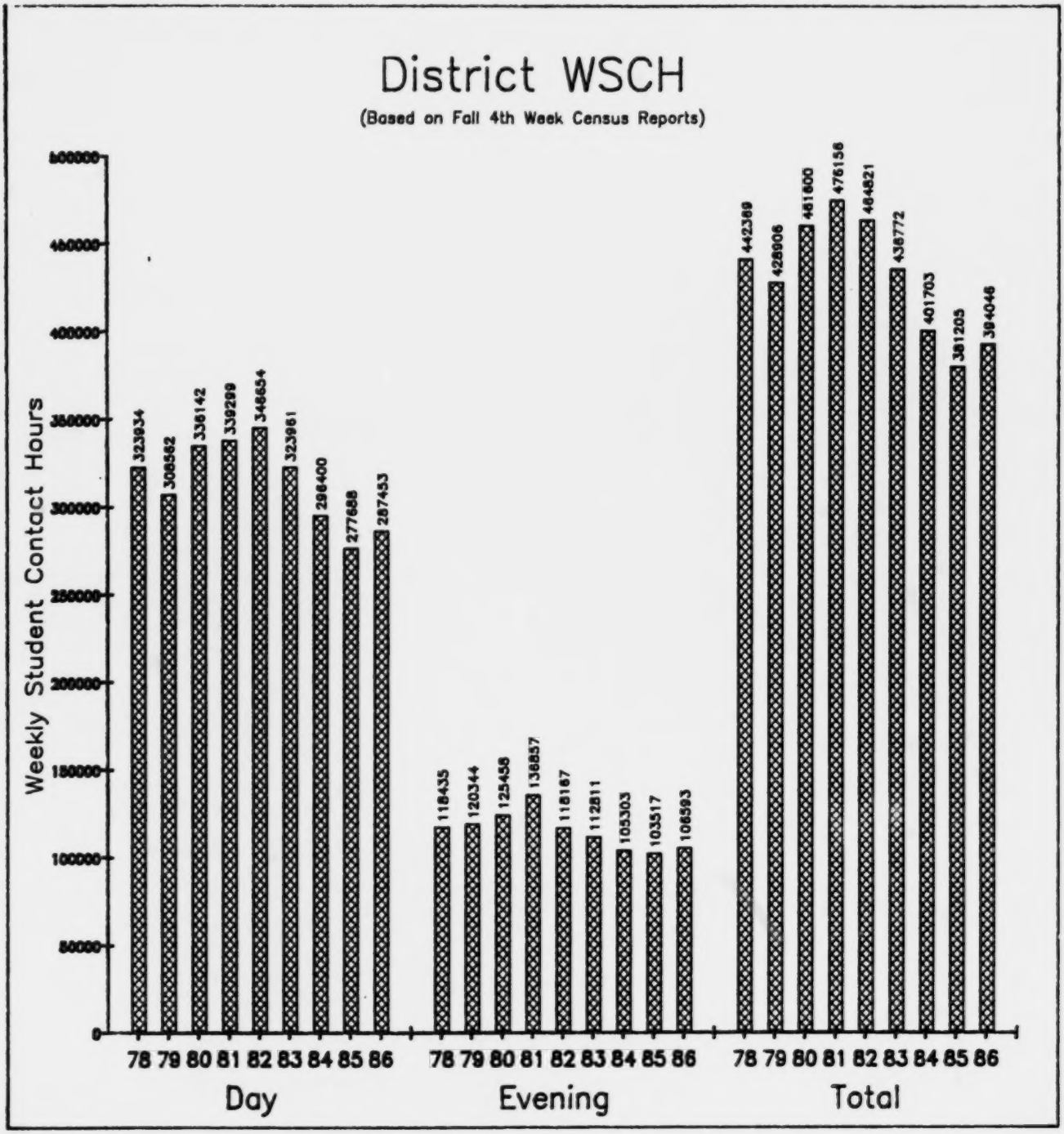
District WSCH
(Based on Fall 4th Week Census Reports)
Weekly Student Contact Hours
0
50000
100000
150000
200000
250000
300000
350000
400000
450000
500000
323934
308562
336142
339299
346654
323961
298400
277658
287453
118435
120344
125456
136857
116167
112811
105303
103517
108593
442389
428906
461600
476136
484821
436772
401703
381205
394046
78 79 80 81 82 83 84 85 86
Day
78 79 80 81 82 83 84 85 86
Evening
78 79 80 81 82 83 84 85 86
Total

Figure 8

COLLEGE PROFILES

Having discussed the enrollment and demographic trends for the district and colleges, it is possible to use the preceding information to develop demographic profiles of the three district colleges and the Placerville Center. (The complete profile for each college can be found in the Appendices to this report.) Analyzing the profiles and understanding the similarities and differences among our colleges in the kinds of students who attend can lead to better planning for programs and services to meet the specific needs of students at each campus.

American River College

American River College is our largest college in terms of enrollment, with 20,452 students in Fall 1986. It has the youngest student body, with 51% of the students under the age of 25, although like the other colleges, the proportion of American River students in the 30-39 age bracket is increasing rapidly and as of Fall 1986 stood at 19.5%. Women comprise the majority of students at American River (55.5%) although their proportion is lower here than at the other colleges. While the proportions of Asians and Hispanics are increasing, ARC has a higher proportion of white students (76.9%) than any campus but Placerville. American River has the second highest proportion of day students (60.7%) and second highest proportion of full-time students (21.4%). However, like the other colleges, American River is losing full-time students and gaining light-load (1-5.9 units) students, who now make up 43.2% of the student body.

Cosumnes River College

Cosumnes is the smallest of our three colleges, with 6,006 students in Fall '86 (excluding the Placerville Center, discussed below). CRC has the second oldest student body (following Placerville), with 56.4% of the students over age 25 and almost 40% over age 30. Women comprise 57.4% of the student body and the majority of students (53.3%) are enrolled for 5.9 units or less (usually one course). While white students make up 61.8% of the student body, Cosumnes does have the highest proportion of black students (13.9%) of the four campuses. Cosumnes River is the only one of our colleges to have more evening students (54.2%) than day students.

CRC/Placerville Center

The Placerville Center, administered by Cosumnes River College, has an enrollment of 2,316 students, the vast majority of whom are women (68.4%), white (90.1%), and over the age of 25 (73.5%). In fact, almost 60% of the students are over 30 years of age. Placerville also has the highest proportion of light-load students of any of our campuses, with 71.1% taking 5.9 units or less, and only 8.9% attending full-time. Interestingly, Placerville's day/evening distribution is almost half and half, with 50.8% day students and 49.2% evening students.

Sacramento City College

Sacramento City College is our second largest college, with 13,979 students in Fall 1986. It also has our second youngest student body, with 49% of the students under age 25, although here too the proportion of students in the 30 and over age groups is increasing rapidly. Women make up 57.2% of the SCC student body and their proportion has been increasing over time. Ethnic minority students comprise close to half of the student body, the largest proportion of any of our colleges, and Sacramento City also has the highest proportion of Asian students (16.3%). SCC has more full-time students than any other college in the district (30%), although this proportion has been declining and the percentage of light-load students increasing, as is the case at our other colleges. Finally, Sacramento City College has by far the highest proportion of daytime students, at 69.5%.

QUESTIONS AND IMPLICATIONS

DISTRICT TRENDS

In the preceding sections of this report we have examined a variety of demographic and enrollment trends for the district and discussed how these trends vary by college. These trends can be summarized as follows:

- Increases in enrollment and WSCH from 1978 to 1981; then a decrease in enrollments through Fall 1985, with a marked increase in Fall 1986.
- Substantial increases in the proportion of older students, with decreases in the proportions of traditional college-age (18-20 year-old) students.
- Increases in the proportion of the "new majority" of women students.
- Relative stability in the proportion of ethnic minority students, with increases in the Asian and Hispanic populations. There has also been a switch from blacks to Asians as the district's largest ethnic minority student group.
- Relative stability in the proportions of day and evening students.
- Substantial increases in the proportion of students taking the lightest credit load (5.9 units or less), matched by decreases in our full-time student population.

As mentioned in the beginning of this report, trends toward more women, older, and part-time students are occurring in community colleges throughout the state and not just in Los Rios. It is clear that the trends in our district are largely part of a statewide phenomenon--and may be expected to continue to reflect statewide trends.

STATEWIDE TRENDS/LOCAL IMPLICATIONS

Two major shifts in California's population will occur over the next 15 years: (1) the general aging of the population; and (2) increases in the Asian and Hispanic populations.

As a result of a combination of factors--the post World War II "baby boom," increased life expectancy, and low birth rates over the past two decades--California's population is becoming steadily older. In 1980, the median age in California was 29.9; by the year 2000, the median age will be 35.8 years. A few years into the twenty-first century the baby-boom generation will be reaching retirement age, and the elderly will rapidly become a greater proportion of California's population (Background Papers to a Prospectus for California Postsecondary Education, C.P.E.C., Report 85-14, March 1985; page 79). The impact of this age shift is already being felt in community colleges statewide and here in Los Rios, with many more older students coming to our colleges than ever before.

The "older student" population trend has many implications for our colleges, including: (1) increasing demands for continuing education and retraining, since most of these students are working; (2) demands for more short-term, intensive courses offered at convenient off-campus sites and during evening and weekend hours, to accommodate the career and family responsibilities of these older adult students; and (3) demand for more

self-development and leisure-time classes for the retired adults (Background Papers--The Challenge of Change, Commission for the Review of the Master Plan for Higher Education, March 1986, pages 3-10).

The increasing proportion of ethnic minorities in California's population will have a profound effect on the State: whereas in 1980, ethnic minorities comprised 33.5% of the population, by the year 2000 they may well make up nearly--or even more than--half of all Californians. Major cities such as Los Angeles, Oakland, and Santa Ana were already over half minority in 1980. California's Hispanic population, some 19% of the total in 1980, is expected to grow to 27% by the year 2000. The Asian population--6.7% in 1980--will increase to almost 12% during the same period. In its discussion of this phenomenon, the Master Plan Commission stated:

> *California will need to find ways to enhance the integration and participation of disadvantaged minority groups and recent immigrants in its social, economic, and political structure. Community Colleges will be one important institutional link for members of the groups seeking to acquire the skills (language, vocational, and academic) for meaningful participation in society* (op. cit., page 10).

Los Rios is already experiencing this increase in the proportions of Asian and Hispanic students, along with some of the implications, such as increased demands for English as a Second Language (ESL) courses for those students whose native language is not English. There are also implications for our transfer program, since Asian students are the most likely of any ethnic group to transfer, particularly to the University of California (Update on Los Rios Transfer Student Statistics, Coffey, June 1986, pages 5-14).

While women have been the "new majority" in California's community colleges for a number of years--and their proportion is increasing--their impact upon the work force and on postsecondary education will become even more profound in years to come. The changes in women's roles in terms of work and family have substantial implications for programs, student services and facilities planning in our colleges. Many of these women students are older, some seeking collegiate and occupational training for the first time, while others need retraining in specific fields. Increased demands for services such as child care and financial aid--particularly for the many women now who are single heads of households--can be expected, and are crucial for these women to realize their educational potential. In addition, there will be a need for programs that encourage women from all ethnic and economic backgrounds to broaden their options and earning potential by considering education and training in the more nontraditional fields (Master Plan Commission, op. cit., page 14).

QUESTIONS AND ANSWERS ABOUT OUR STUDENTS

Given these important trends, what will it mean for Los Rios if our student clientele continues to become older, more female, more Asian and Hispanic, and more part-time? Will we lose our "blue chip" students, largely considered to be the younger, full-time students? Are these younger students in fact our most successful students? An analysis of our current student data raises some interesting questions--with some surprising answers.

Q: Are younger students (18-20) more likely to attend full-time?

A: Yes. Basically, our data show that the younger the student, the heavier the credit load. However, over half of our 18-20 year-old students are taking either light or mid-range unit loads:

46.1% full-time (12 and over units)
36.8% mid-range (6-11.9 units)
17.1% light load (0-5.9 units)

Q: What is the average unit load by age group?

A: As indicated, the older the student, the lighter the unit load:

18-20 years old	10.1 units
21-24 years old	7.5 units
25-29 years old	6.1 units
30-39 years old	5.5 units
40 and over	4.4 units

Q: Are women or men more likely to attend full-time?

A: Men; 28.1% of men attend full-time, compared to 19.5% of women.

Q: What is the difference in average credit load between men and women?

A: Not much. The average unit load for men is 7.8; for women it's 6.6 units.

Q: Which ethnic group is most likely to attend full-time?

A: Asians. The proportion of each ethnic group attending full-time is:

Asians	40.7% full-time
Blacks	25.2% full-time
Hispanics	21.3% full-time
Whites	20.8% full-time
American Indians	20.7% full-time

Q: What is the difference in average unit load among ethnic groups?

A: The average unit loads by ethnic group are as follows:

Asians	9.0 units
Blacks	7.5 units
Hispanics	7.0 units
Whites	6.8 units
American Indians	6.7 units

In summary, we know that 18-20 year-olds, Asians, and men are more likely to attend full-time, although in all of these groups, the majority now attend part-time, and the trend toward part-time attendance can be expected to continue.

Given the differences in unit load among the various groups, what do we know about their relative success as students in our institutions as measured by such indicators as grade point average (GPA), proportion who transfer, and after-transfer GPA? These questions also reveal some interesting answers.

Q: Do younger students have the best GPA?

A: No. The older the student, the higher the average or mean GPA, as seen below:

18-20 years old	2.30 average GPA
21-24 years old	2.54 average GPA
25-29 years old	2.85 average GPA
30-39 years old	3.00 average GPA
40 and over	3.10 average GPA

Q: Do women or men get the highest mean GPA?

A: Women, and older women get the highest average GPA of all:

Women	(Overall, 2.79)	Men	(Overall, 2.57)
18-20 years old	2.34	18-20 years old	2.27
21-24 years old	2.61	21-24 years old	2.47
25-29 years old	2.91	25-29 years old	2.76
30-39 years old	3.09	30-39 years old	2.85
40 and over	3.15	40 and over	3.00

Q: Which ethnic groups have the highest average GPA?

A: Whites and Asians:

Whites	2.79 average GPA
Asians	2.73 average GPA
American Indians	2.61 average GPA
Hispanics	2.44 average GPA
Blacks	2.23 average GPA

In terms of GPA then, it appears that while our students are becoming older, more female, more Asian, and more part-time--which may pose problems for the district in terms of unit load--these very same students are likely to be our most successful in terms of grade point average. But what about success as measured by transfer? Which groups are most likely to transfer? Our past research provides some answers.

Q: Are younger students more likely to transfer to UC or CSU than older students?

A: Yes. Based on the research regarding the Fall 1980 transfers to UC Davis and CSU Sacramento (Renkiewicz, 1985), we know that 70% of our transfers to UCD were under age 21 and 82.3% were under age 25. In comparison, 68.2% of our transfers to CSUS were under age 25.

Q: Are women more likely to transfer to UC or CSU than men?

A: In Fall '85, women constituted the majority (53.9%) of our transfers to CSU, and men the majority of our transfers to UC (51.7%). For comparison, however, our total number of transfers in Fall '85 to CSU was 1,477; to UC, 317. Thus more women actually transferred to one of the four-year segments than men (949 total women as transfers compared to 845 total men).

Q: Which ethnic group is the most likely to transfer to UC or CSU?

A: Asians to UC, whites and Asians to CSU (Fall '85 data). Los Rios transferred twice the proportion of Asians (22.1%) and about the same proportions of Hispanics (9.8%) and blacks (3.5%) to UC as was the case statewide. In contrast to the statewide decline in the numbers of black students transferring to CSU, both the number and percentage of black students among Los Rios transfers to CSU has increased.

Q: Which groups have the highest after-transfer GPA--younger or older students, women or men, which ethnic groups?

A: Again based on the research on our Fall 1980 transfers to UC Davis and CSU Sacramento, we know that at UCD, the highest after-transfer GPA was obtained by students age 30 and older (over 2.9 GPA), by women (2.7 GPA compared to 2.6 for men), and by whites and Asians (both about 2.7 GPA). At CSUS, the highest after-transfer GPA was held by students in the 25-39 age group (2.8), by women (2.8 compared to 2.6 for men), and by whites (2.8).

Thus we've seen that in terms of transfer as a measure of success, younger students, men, and Asians are the most likely to transfer to UC; to CSU (where the majority of our students transfer), it's slightly older students, women, whites and Asians. In terms of success after transfer (average GPA at the UC or CSU campus), it's older women who are the most successful transfer students. (For additional analysis of the transfer information in this section see: Update on Los Rios Transfer Student Statistics, Coffey, June 1986; and Moving On: A Pilot Study of Student Transfer, Renkiewicz, 1985.)

IMPLICATIONS FOR PLANNING

The shifting demographics and enrollment patterns in our district are beginning to suggest that the roles of the various colleges will become increasingly different. The age distribution differences are the most obvious. While districtwide the age 30-39 group is steadily increasing and the 18-20 group decreasing, those shifts are especially pronounced at Placerville and just moderately so at Sacramento City College. The percentage of students taking a full load of 12 or more units continues to decline, although not so sharply at SCC. At Cosumnes River College, in contrast, well over half of the student body take fewer than six units, and at Placerville well over two-thirds of the students are in that category. Furthermore, the district's minority population has shifted so that the number and proportions of Asians have steadily increased until for the last two years they have become clearly the largest minority population. This population, however, is predominantly at Sacramento City College and, in contrast to district trends, they tend to be younger, and more often full-time students. In addition, while the day student population accounts for nearly 61% of district enrollment, it is American River College and Sacramento City College with their larger populations that create this situation; SCC, in fact, has the heaviest proportion of day students. Finally, on every campus, women outnumber men.

If these differences in enrollment patterns reflect different student needs, how well Los Rios responds to these needs will determine its success as a district. Clearly, the student needs are diverse enough that a number of different district responses must be made simultaneously. For example, transfer students require traditionally strong, articulated programs, yet many of these students no longer are the "traditional" 18-20 year-olds or full-time students and may require different kinds of support services to help them transfer. Sacramento City College and American River College have a particularly high stake in maintaining and improving their transfer programs, given their student profiles. We also know from previous research that over 70% of our students are employed. Many of these working students throughout the district who are (or should be) taking light loads need to have classes that are scheduled so as not to interfere with their work or family responsibilities.

Given the past and probable future changes in our student clientele, the implications for programs, student services, and facilities planning can be summarized as follows:

- Schedules that are more convenient for our older, part-time, and working students, including more flexibility and increased choice in time and location of courses and programs.
- Degree and certificate programs that can be completed entirely in the evening or on weekends.
- Short-term, intensive classes as alternatives to semester-length courses.
- Increasing numbers of programs targeted for women.
- Expanded services such as child care and financial aid in support of the many working, often single parents who attend our colleges.

- Understanding of the longer time needed for completion of a degree, and of the "drop-in" nature of many of our students.

- Increased demands for job retraining and skill upgrading, offered in convenient locations.

- Increased focus on nontraditional job training opportunities for women and ethnic minorities through our vocational education programs.

- Increased needs for ESL and remedial courses, offered in the evening as well as during the day.

- Increased attention to counseling to help students balance the demands of job, family and school.

- Analysis of the level and scope of services needed by an older student population.

Finally, it is becoming increasingly clear not only in Los Rios but throughout the State, that the new student clientele in the community colleges should be reflected in a new funding mechanism that reflects not just the WSCH or ADA generated per student, but the faculty and staff workload demands made by the increasing numbers of students who attend part-time--and for whom funding is lowest. The current discussions at the state level about differential funding and other such alternatives offer at least some hope in this area. The community colleges should not be penalized for meeting the needs of a student population that is dramatically different now than it was in 1960. As the Master Plan Commission has stated, "California's Community Colleges are [today] serving those students who may constitute the bulk of enrollments for <u>all</u> segments of California postsecondary education by the year 2000" (op. cit., page 36).

IN CLOSING: DEMOGRAPHICS AND DESTINY

We have seen the changes in our enrollments and demographics brought about by changes in the student population--changes that reflect alterations in the state's age, sex, and ethnic makeup. We have seen that these trends are expected to continue and to affect Los Rios as they affect the rest of the state. But are all the changes entirely beyond our control? Have we no way of shaping our own future?

To some extent, we <u>can</u> shape our future. While the demographics are largely beyond our control, our <u>response</u> to the changes is up to us. We can continue to look at our district and colleges as institutions that offer transfer education and vocational training to a predominantly younger student population, and we can stick to semester-length courses offered during traditional times and in traditional locations. The result is likely to be a substantially smaller district in terms of enrollments in years to come--with the usual difficulties that retrenchment brings. Or we could move forward with initiatives already begun on some campuses and plan to meet the needs of our older, part-time, largely female, and working student population--with flexibility in the time, location, length and frequency of courses, with new and different kinds of programs and services, and with faculty who are eager to challenge this new and potentially highly successful student clientele.

Recognizing the changes in the types of students we are serving is the first step toward structuring our district to <u>benefit</u> from the changes, rather than be hampered by them. In short, demographics are not destiny--that lies within our own hands and is our responsibility to shape on behalf of our students.

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LRCCD Office of Planning & Research
1/15/87

AMERICAN RIVER COLLEGE
FALL 1986 DEMOGRAPHICS

ENROLLMENT

Total enrollment in Fall 1986 was 20,452, up 10.1% over Fall 1985. This was the first increase since enrollment peaked at 23,557 in Fall 1981; it decreased each of the next four years, with most of the decline occurring in evening enrollments.

AGE

Students (Fall 1978 and Fall 1986) compared with College Service Area (CSA) population (1980 U. S. Census):

Students (Fall 1978)		CSA Population (1980 U. S. Census Data)		Students (Fall 1986)	
Under 18	4.4%			Under 18	3.2%
18-20	30.4%	14-19	13.7%	18-20	26.8%
21-24	18.4%	20-24	13.2%	21-24	21.0%
25-29	15.3%	25-29	12.6%	25-29	17.4%
30-39	14.7%	30-39	18.5%	30-39	19.5%
40 +	16.8%	40 +	42.0%	40 +	12.1%

The "college-age" (18-20) student population, at 26.8%, was the largest group, but their proportion of the total has declined slowly over time. Those 25-39 have been increasing their proportion of the student population, from 30% in 1978 to the current 36.9%, while those over 40 decreased from 16.8% in 1978 to 12.1% in 1986. The student population still contains a considerably higher proportion of young adults (51% are under 25) than were found in the College Service Area.

The largest age group in the College Service Area included persons 40 years and older (42.0%), with the next largest group being those aged 30-39 years (18.5%). Those over 30 accounted for 60.5% of the CSA population over 14 years of age, while only 31.6% of the ARC student population was 30 or older.

GENDER

Students (Fall 1978 and Fall 1986) compared with CSA Population (1980 U. S. Census):

In Fall 1978, 52.3% of the student population was female; 47.7% was male.
In 1980, 54.7% of the CSA population (age 16 or older) was female; 45.3% was male.
In Fall 1986, 55.5% of the student population was female; 44.5% was male.

The proportion of female students in the Fall 1986 ARC student population decreased slightly from Fall 1985, but still represents an overall increase since 1978 and a slightly higher proportion of women than that in its College Service Area population.

ETHNICITY

Students (Fall 1978 and Fall 1986) compared with College Service Area Population (1980 U.S. Census):

Ethnic Group	Students (Fall 1978)	CSA Population (1980 U.S. Census)	Students (Fall 1986)
White	77.1%	83.7%	76.9%
Black	6.3%	4.8%	4.8%
Hispanic	4.1%	6.7%*	5.6%
Asian	2.7%	3.0%	6.4%
Am. Indian	1.3%	1.3%	2.1%
Other	1.8%	0.5%**	2.3%
Not Coded	6.8%	**	1.8%

*Census used "Spanish Origin" - not comparable
**Census combined "Other" and "Not Coded"

The total proportion of ethnic minorities among ARC students has remained relatively stable (around 23%) since Fall 1978; however, shifts have occurred among the various groups. The percentage of Asian students increased from 2.7% in 1978 to 6.4% in 1986, and that of Hispanic students increased from 4.1% to 5.6% during the same period. The percentage of black students rose slightly from 6.3% in 1978 to 7.1% in 1982, but then dropped to 6.6% in 1983 (mirroring a district and statewide trend). While their percentage of the total (4.8% in Fall 1986) has continued to decline, the actual number of black students rose slightly in 1986.

UNIT LOAD

The largest segment of the student population (43.2%) was taking the lightest unit load of 1 to 5.9 units. This proportion has been increasing over time, from 35% in Fall 1978. Over the same time period, the proportion of full-time students (those taking 12 or more units) has decreased from 31.7% in Fall 1978 to 21.4% in Fall 1986. Those taking the mid-range load of from 6 to 11.9 units have remained near the current 35.5%.

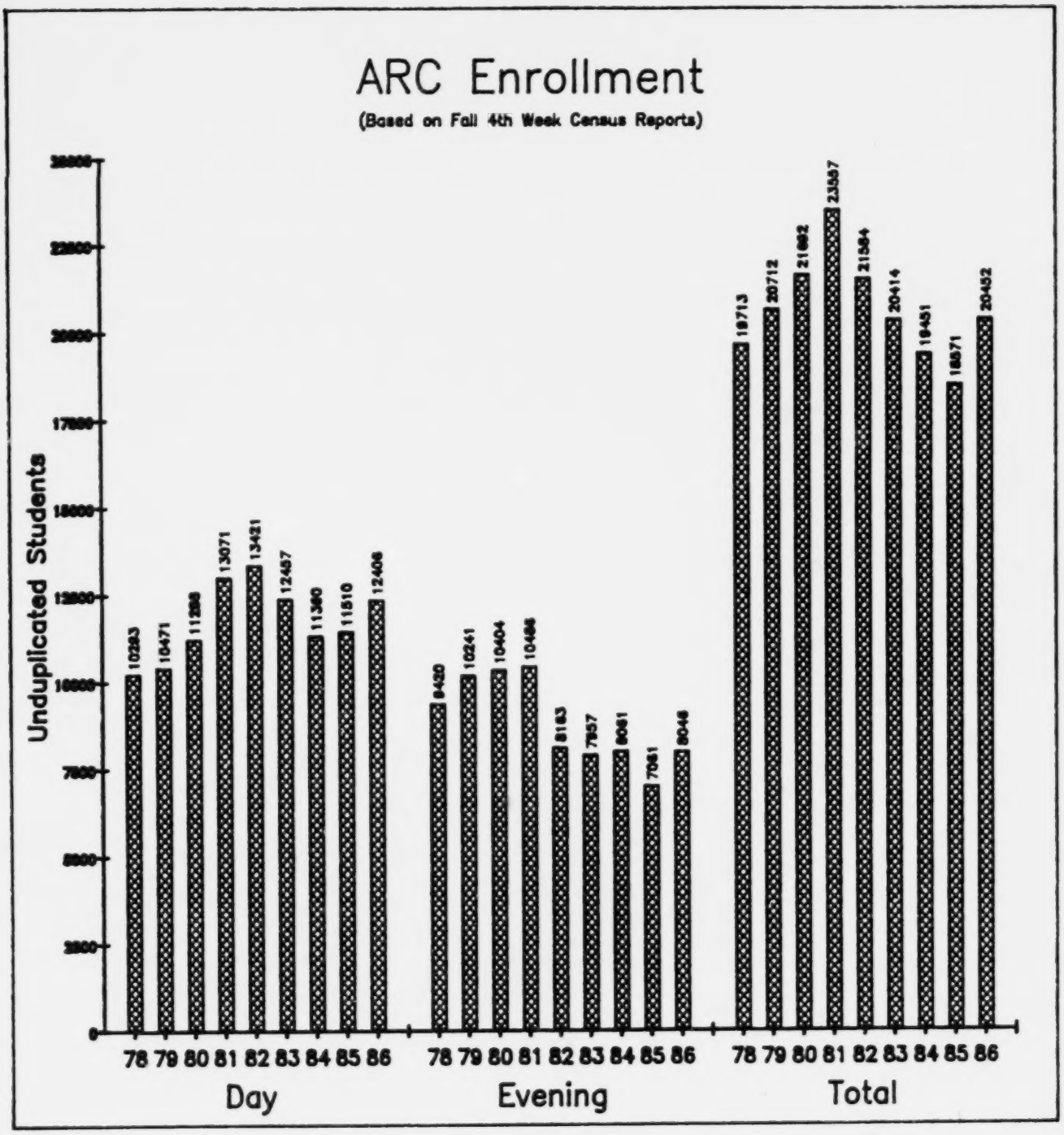
DAY/EVENING ATTENDANCE

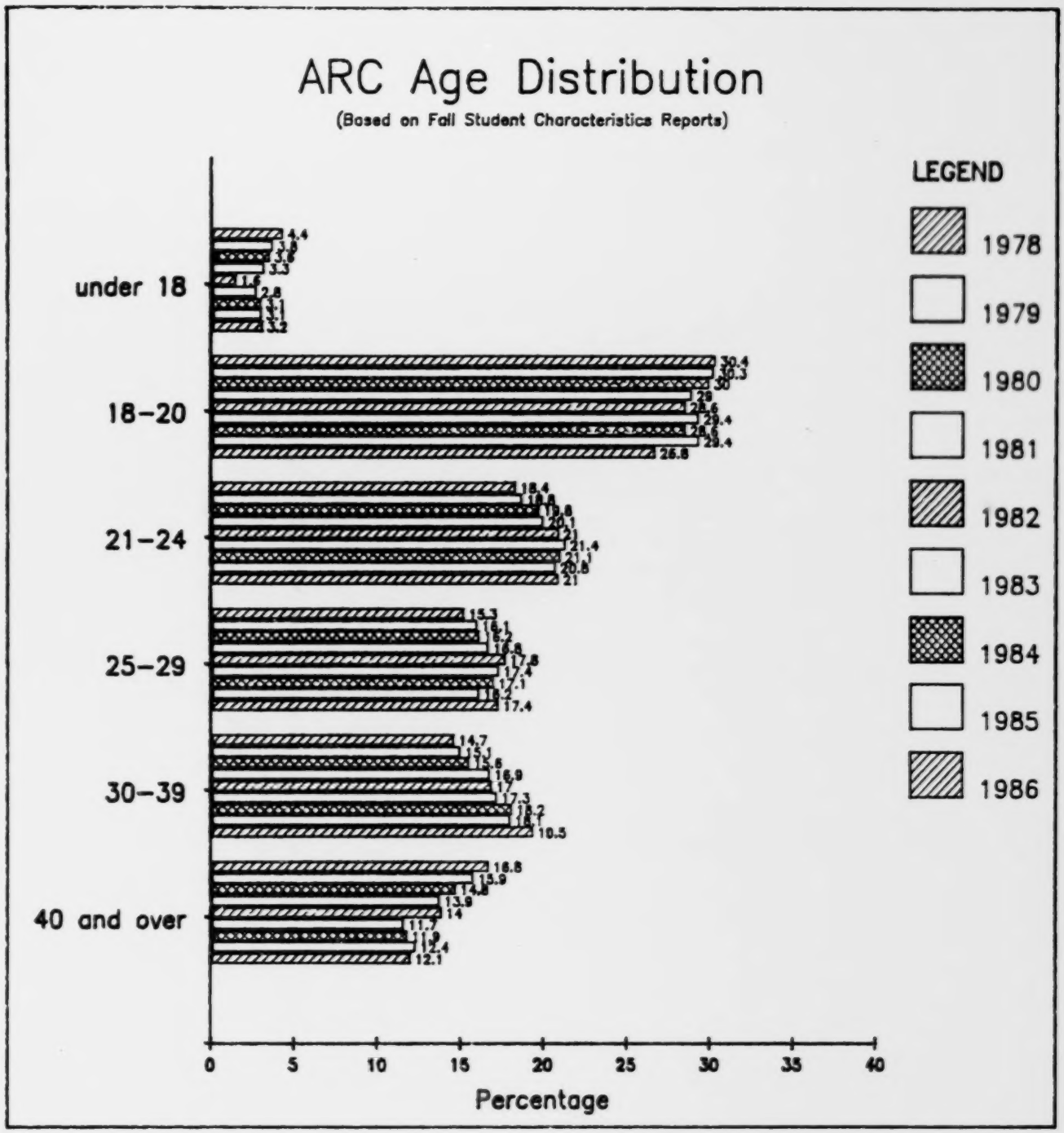
Day students (including those taking both day and evening classes) comprised 60.7% of the Fall 1986 enrollment; 39.3% were evening students. Both day and evening enrollments increased in Fall 1986 as compared to Fall 1985, but the largest increase was in evening enrollments.

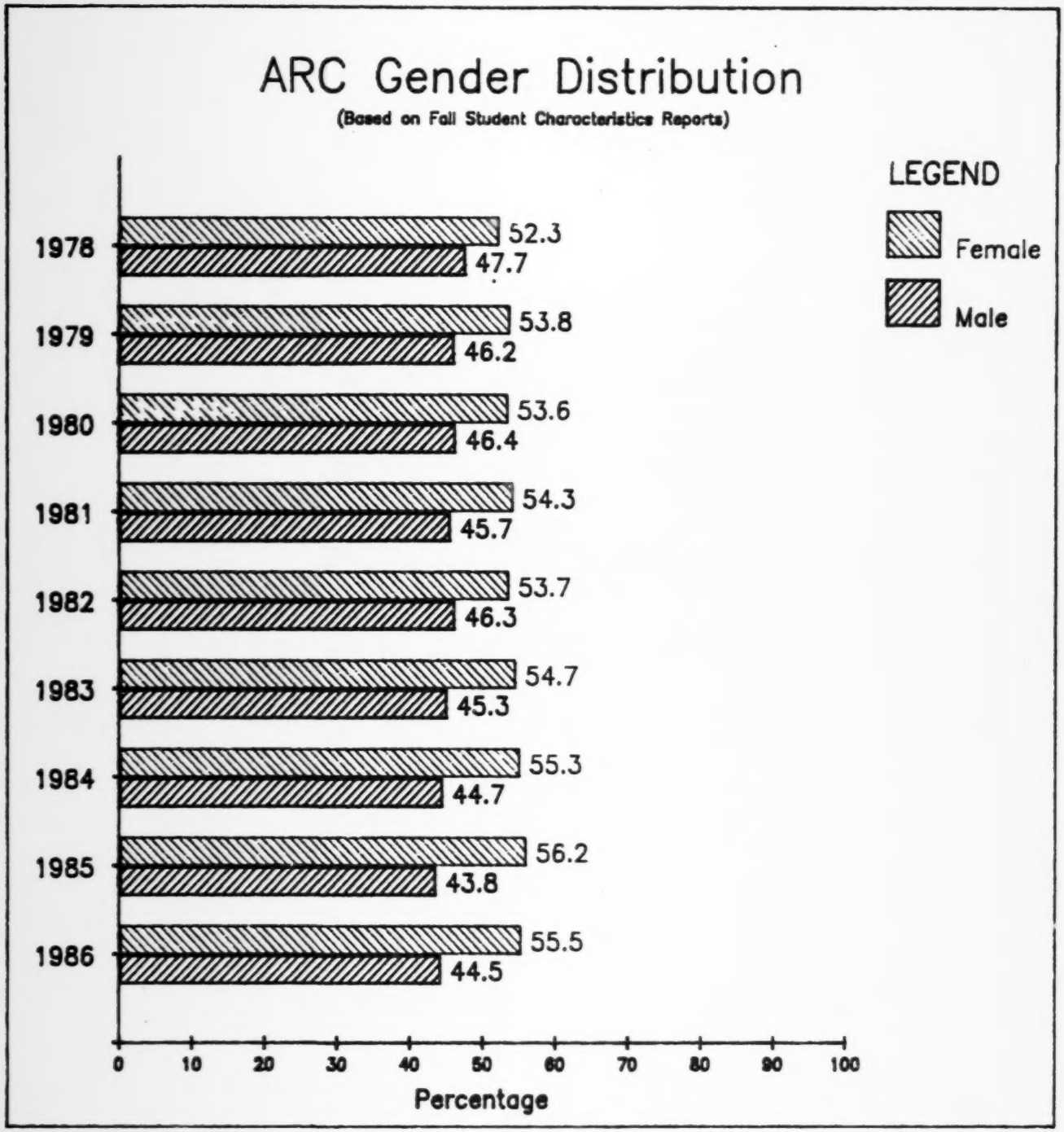
WSCH

In Fall 1986, 72.1% of ARC's Weekly Student Contact Hours were generated by day students; 27.9% by evening students. The proportions of day/evening WSCH have remained quite consistent since 1978.

Information from: Planning for Change: Assessing Internal and External Environmental Factors (March 1984), and Fall 1986 Enrollment Update: Trends and Implications (January 1987).

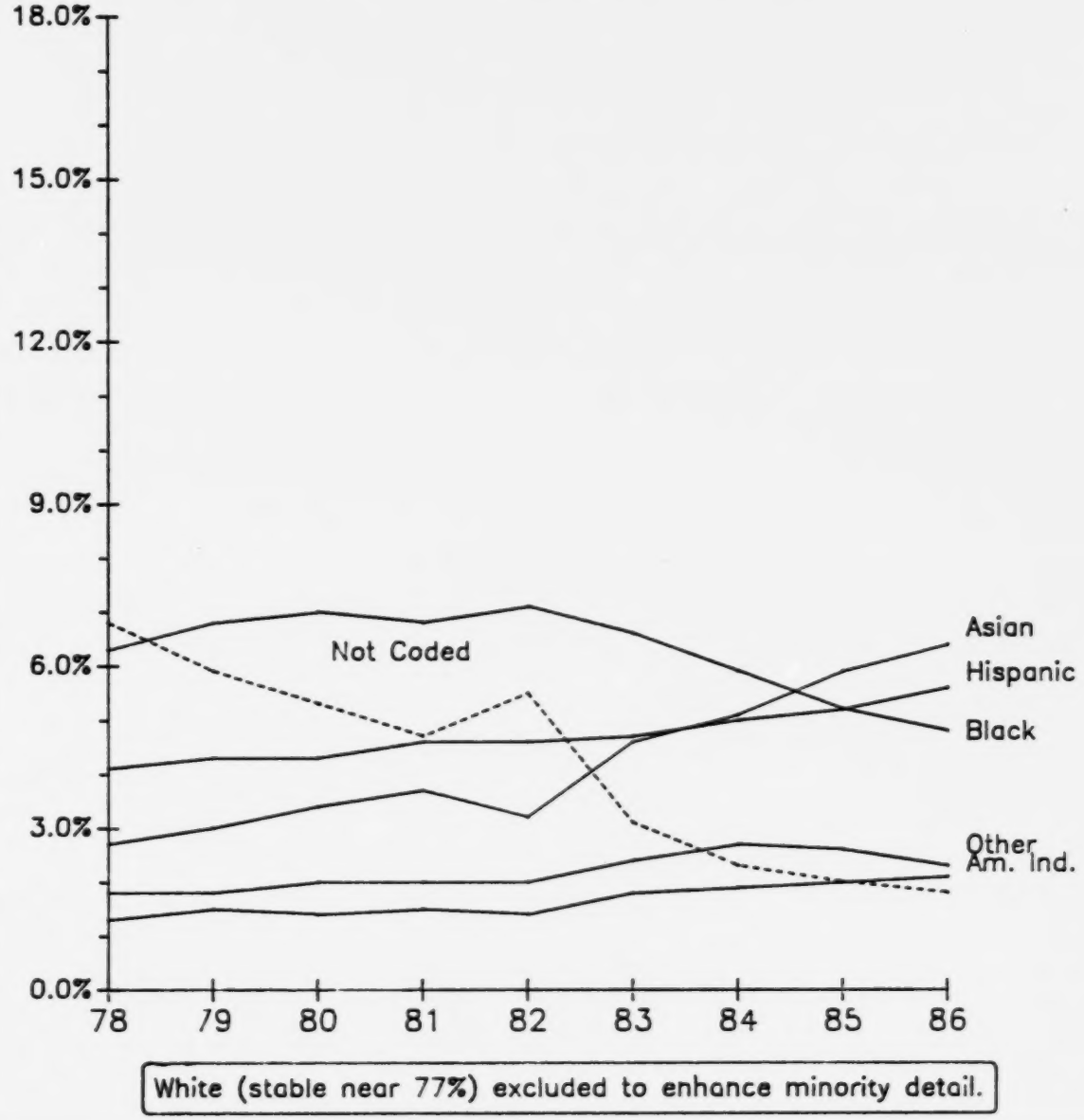

ARC Enrollment
(Based on Fall 4th Week Census Reports)
Unduplicated Students
10283
10471
11288
13071
13421
12457
11360
11510
12406
8420
10241
10404
10486
8183
7857
8061
7061
8046
18713
20712
21882
23557
21584
20414
19451
18571
20452
78 79 80 81 82 83 84 85 86
Day
78 79 80 81 82 83 84 85 86
Evening
78 79 80 81 82 83 84 85 86
Total


ARC Age Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
1986
under 18
18–20
21–24
25–29
30–39
40 and over
0
5
10
15
20
25
30
35
40
Percentage


ARC Gender Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
Female
Male
1978
52.3
47.7
1979
53.8
46.2
1980
53.6
46.4
1981
54.3
45.7
1982
53.7
46.3
1983
54.7
45.3
1984
55.3
44.7
1985
56.2
43.8
1986
55.5
44.5
0
10
20
30
40
50
60
70
80
90
100
Percentage

ARC Ethnicity

(Based on Fall Student Characteristics Reports)

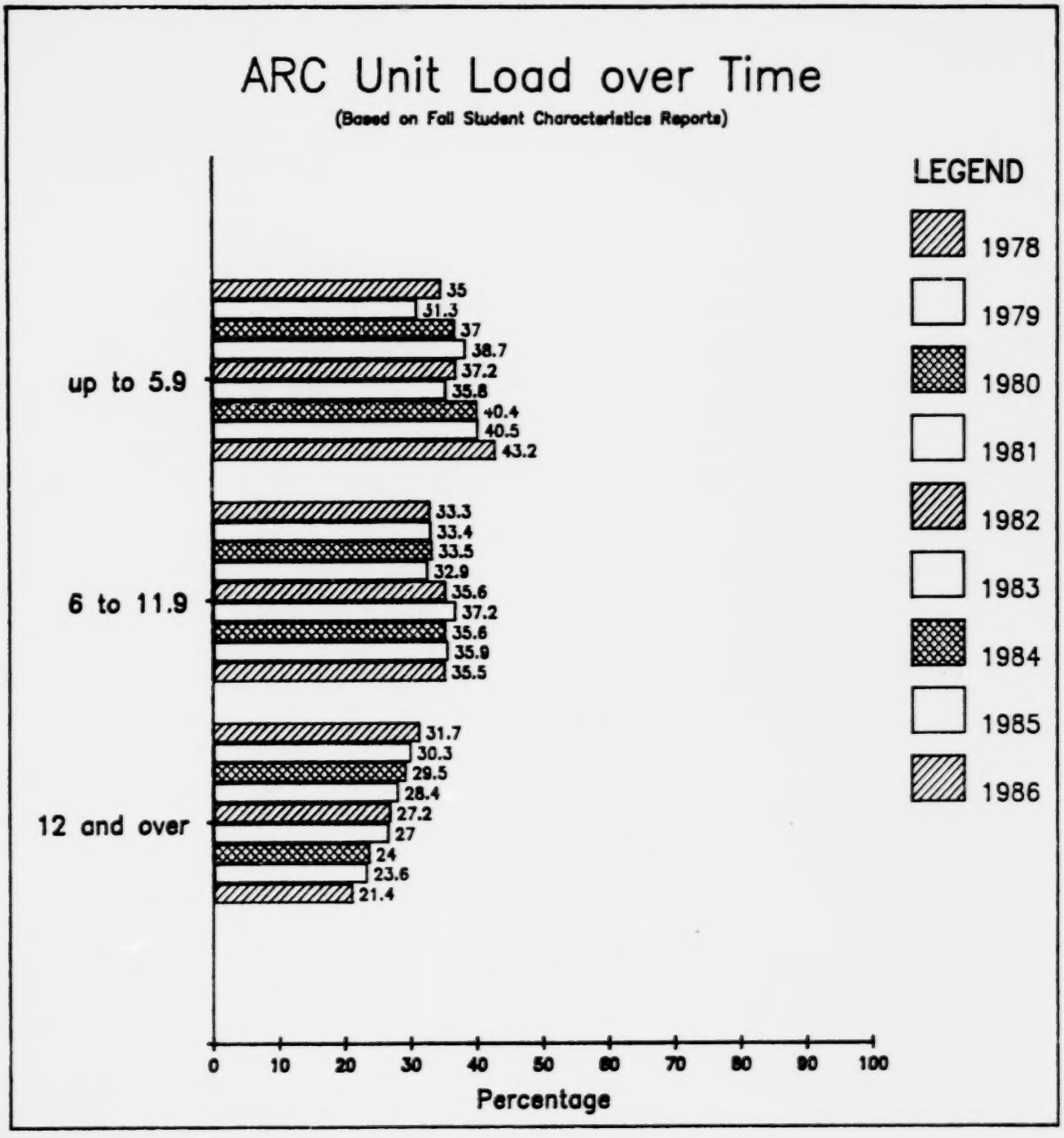


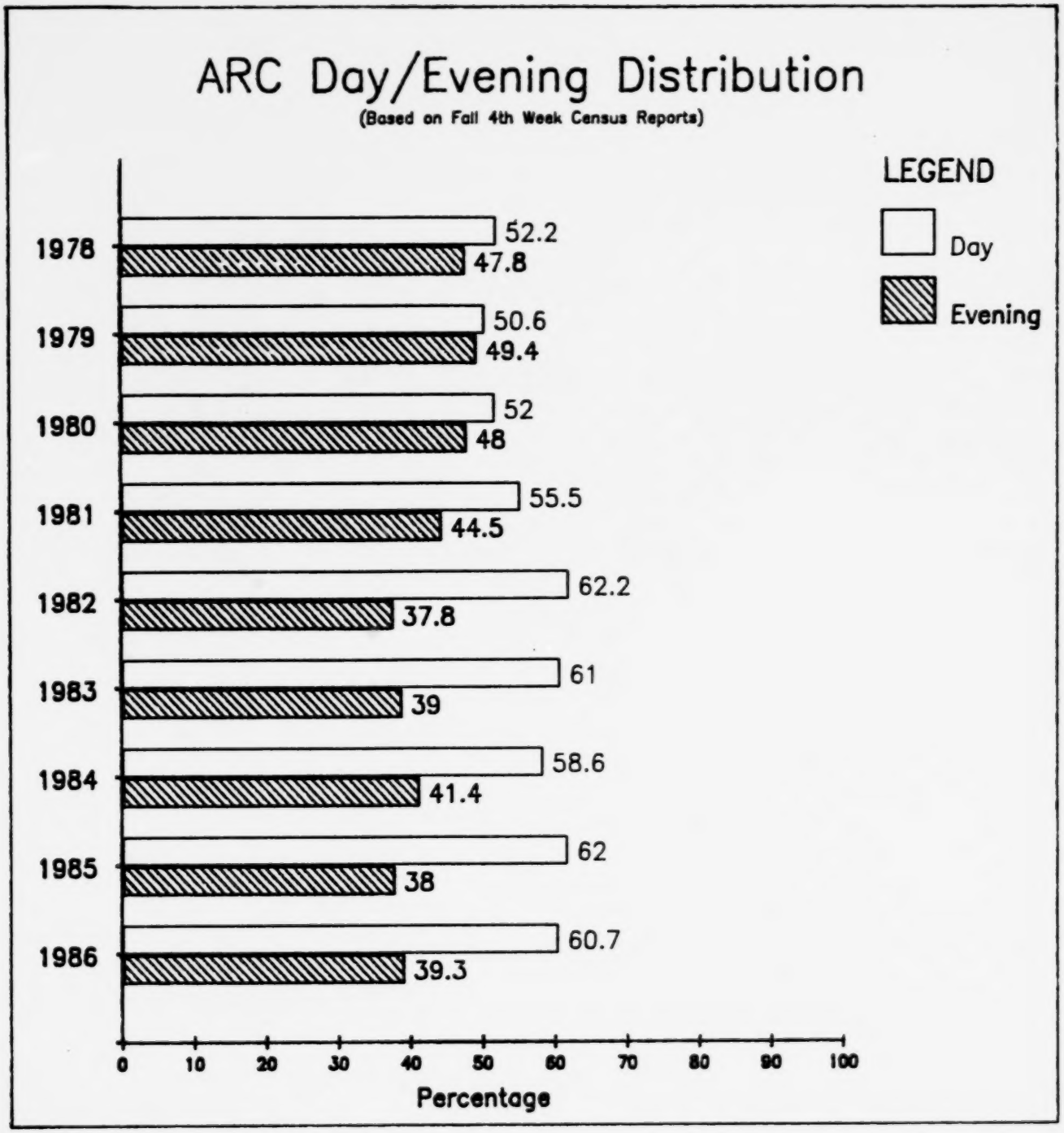
White (stable near 77%) excluded to enhance minority detail.

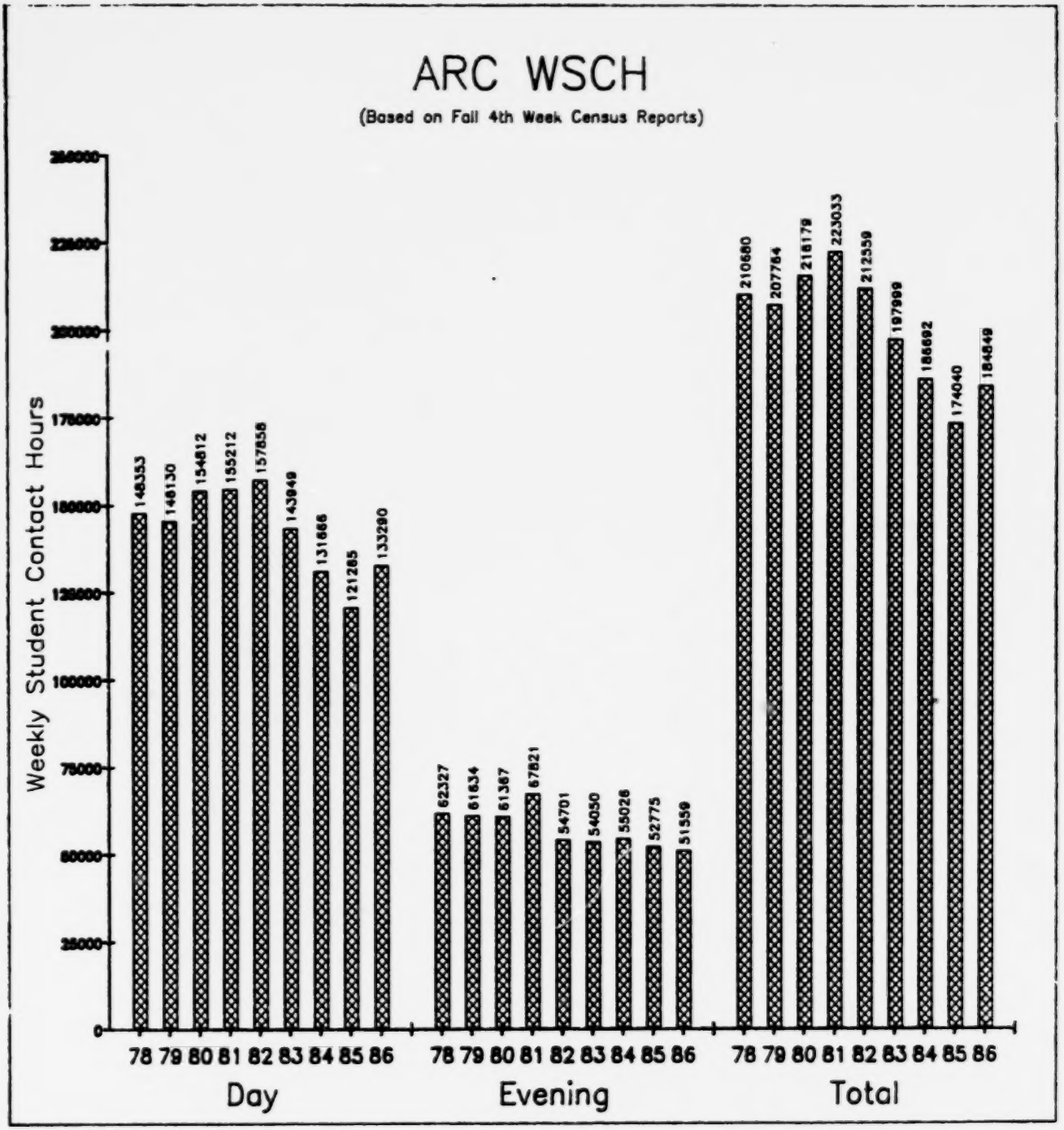
ARC Ethnicity
(Based on Fall Student Characteristics Reports)

	WHITE	BLACK	HISPANIC	ASIAN	AMERICAN INDIAN	OTHER	NOT CODED	TOTAL
Fall 1978	15200	1234	807	534	260	347	1331	19713
	77.1%	6.3%	4.1%	2.7%	1.3%	1.8%	6.8%	
Fall 1979	15525	1377	863	615	313	361	1188	20242
	76.7%	6.8%	4.3%	3.0%	1.5%	1.8%	5.9%	
Fall 1980	16363	1492	928	721	298	421	1138	21361
	76.6%	7.0%	4.3%	3.4%	1.4%	2.0%	5.3%	
CSA, 1980	410929	23689	32747	14614	6501	2328		490808
Fed. Census	83.7%	4.8%	6.7%	3.0%	1.3%	0.5%		
Fall 1981	17497	1542	1060	839	334	450	1078	22800
	76.7%	6.8%	4.6%	3.7%	1.5%	2.0%	4.7%	
Fall 1982	16718	1553	1016	693	306	442	1195	21923
	76.3%	7.1%	4.6%	3.2%	1.4%	2.0%	5.5%	
Fall 1983	15207	1297	926	914	364	465	612	19785
	76.9%	6.6%	4.7%	4.6%	1.8%	2.4%	3.1%	
Fall 1984	14434	1100	935	961	357	503	430	18720
	77.1%	5.9%	5.0%	5.1%	1.9%	2.7%	2.3%	
Fall 1985	13447	915	912	1038	351	450	355	17468
	77.0%	5.2%	5.2%	5.9%	2.0%	2.6%	2.0%	
Fall 1986	14817	922	1079	1239	413	445	356	19271
	76.9%	4.8%	5.6%	6.4%	2.1%	2.3%	1.8%	
F85-F86 percent change	+10.2%	+0.8%	+18.3%	+19.4%	+17.7%	-1.1%	+0.3%	+10.3%

Federal Census definition of "Spanish Origin" is not comparable to other ethnic definitions.
Federal Census combines "Other" and "Not Coded."


ARC Unit Load over Time
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
1986
up to 5.9
35
31.3
37
38.7
37.2
35.8
40.4
40.5
43.2
6 to 11.9
33.3
33.4
33.5
32.9
35.6
37.2
35.6
35.9
35.5
12 and over
31.7
30.3
29.5
28.4
27.2
27
24
23.6
21.4
0
10
20
30
40
50
60
70
80
90
100
Percentage


ARC Day/Evening Distribution
(Based on Fall 4th Week Census Reports)
LEGEND
Day
Evening
1978
52.2
47.8
1979
50.6
49.4
1980
52
48
1981
55.5
44.5
1982
62.2
37.8
1983
61
39
1984
58.6
41.4
1985
62
38
1986
60.7
39.3
0
10
20
30
40
50
60
70
80
90
100
Percentage


ARC WSCH
(Based on Fall 4th Week Census Reports)
Weekly Student Contact Hours
0
25000
50000
75000
100000
125000
150000
175000
200000
225000
250000
146353
146130
154812
155212
157858
143949
131666
121285
133290
62327
61634
61367
67821
54701
54030
55026
52775
51559
210680
207784
218179
223033
212559
197999
186692
174040
184849
78 79 80 81 82 83 84 85 86
78 79 80 81 82 83 84 85 86
78 79 80 81 82 83 84 85 86
Day
Evening
Total

COSUMNES RIVER COLLEGE
FALL 1986 DEMOGRAPHICS

ENROLLMENT

Total enrollment in Fall 1986 was 6,006, up 12.6% over Fall 1985. This was the first increase since enrollment peaked at 6,625 in Fall 1982; it decreased each of the next three years. Most of the decline occurred in day enrollments, so that for the last two years more than 50% of the students have been attending evening classes only.

AGE

Students (Fall 1978 and Fall 1986) compared with College Service Area (CSA) population (1980 U. S. Census):

Students (Fall 1978)		CSA Population (1980 U. S. Census Data)		Students (Fall 1986)	
Under 18	4.9%			Under 18	2.8%
18-20	33.1%	14-19	15.6%	18-20	23.3%
21-24	17.9%	20-24	11.4%	21-24	17.4%
25-29	14.2%	25-29	11.0%	25-29	16.9%
30-39	15.7%	30-39	19.4%	30-39	22.3%
40 +	14.2%	40 +	42.5%	40 +	17.2%

The "college-age" (18-20) student population, at 23.3%, was the largest group, but their proportion of the total has declined slowly over time, from 33.1% in 1978. Those 25-39 have been increasing their proportion of the student population, from 29.9% in 1978 to the current 39.2%. The percentage of those over 40 has fluctuated, but overall has increased from 14.2% in Fall 1978 to 17.2% in Fall 1986. The student population contains a considerably higher proportion of young adults than was found in the College Service Area.

The largest age group in the College Service Area included persons 40 years and older (42.5%), with the next largest group being those aged 30-39 years (19.4%). Those over 30 accounted for 61.9% of the CSA population over 14 years of age, while only 39.5% of the CRC student population was 30 or older.

GENDER

Students (Fall 1978 and Fall 1986) compared with CSA Population (1980 U. S. Census):

In Fall 1978, 58.0% of the student population was female; 42.0% was male.
In 1980, 51.4% of the CSA population (age 16 or older) was female; 48.6% was male.
In Fall 1986, 57.4% of the student population was female; 42.6% was male.

While the proportion of women in the Fall 1986 CRC student body had declined since it reached 60.4% in 1984 and was slightly less than in Fall 1978, it still had a considerably higher representation of women than did its College Service Area population.

ETHNICITY

Students (Fall 1978 and Fall 1986) compared with College Service Area Population (1980 U.S. Census):

Ethnic Group	Students (Fall 1978)	CSA Population (1980 U.S. Census)	Students (Fall 1986)
White	65.3%	72.1%	61.8%
Black	12.6%	8.9%	13.9%
Hispanic	6.4%	11.3%*	8.2%
Asian	7.3%	5.9%	8.9%
Am. Indian	1.3%	1.3%	2.0%
Other	2.5%	0.5%**	3.2%
Not Coded	4.6%	**	2.0%

*Census used "Spanish Origin" - not comparable
**Census combined "Other" and "Not Coded"

The total proportion of ethnic minorities in the CRC student population has remained relatively stable (around 38%) since Fall 1978; however, there have been minor variations among the various groups. Asians have made slight gains in their proportions, and although black enrollments decreased in 1984 and 1985 (mirroring a district and statewide trend), they showed a sharp increase in Fall 1986. The proportion of Hispanic students has increased from 6.4% in 1978 to 8.2% in 1986.

UNIT LOAD

The largest segment of the student population (53.3%) was taking the lightest unit load of 1 to 5.9 units. This proportion has slowly increased over time, from 40.3% in Fall 1978. Over the same time period, the proportion of full-time students (those taking 12 or more units) has decreased from 28.4% in Fall 1978 to 18.5% in Fall 1986. Those taking the mid-range load of from 6 to 11.9 units have remained near the current 28.2%.

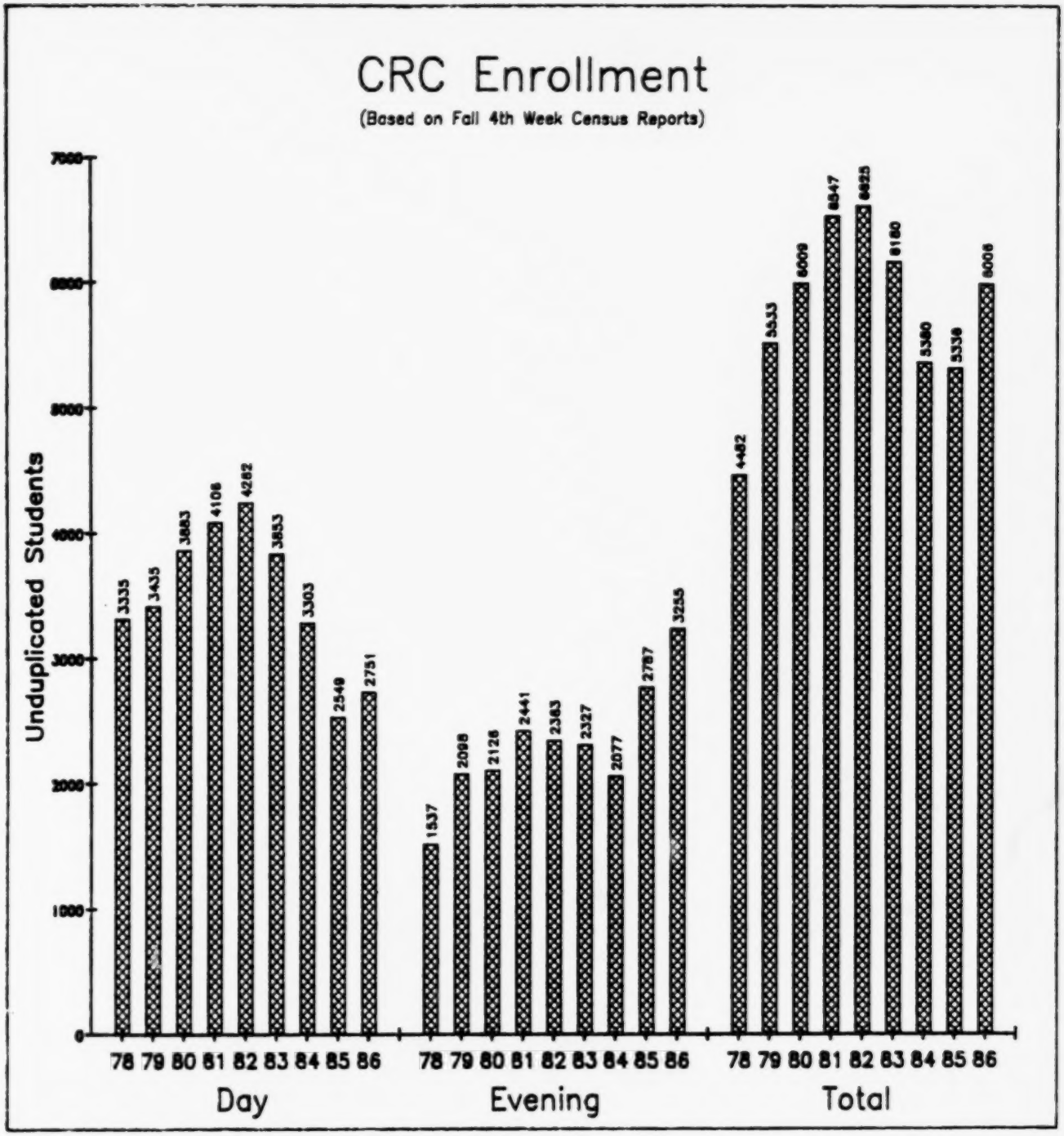
DAY/EVENING ATTENDANCE

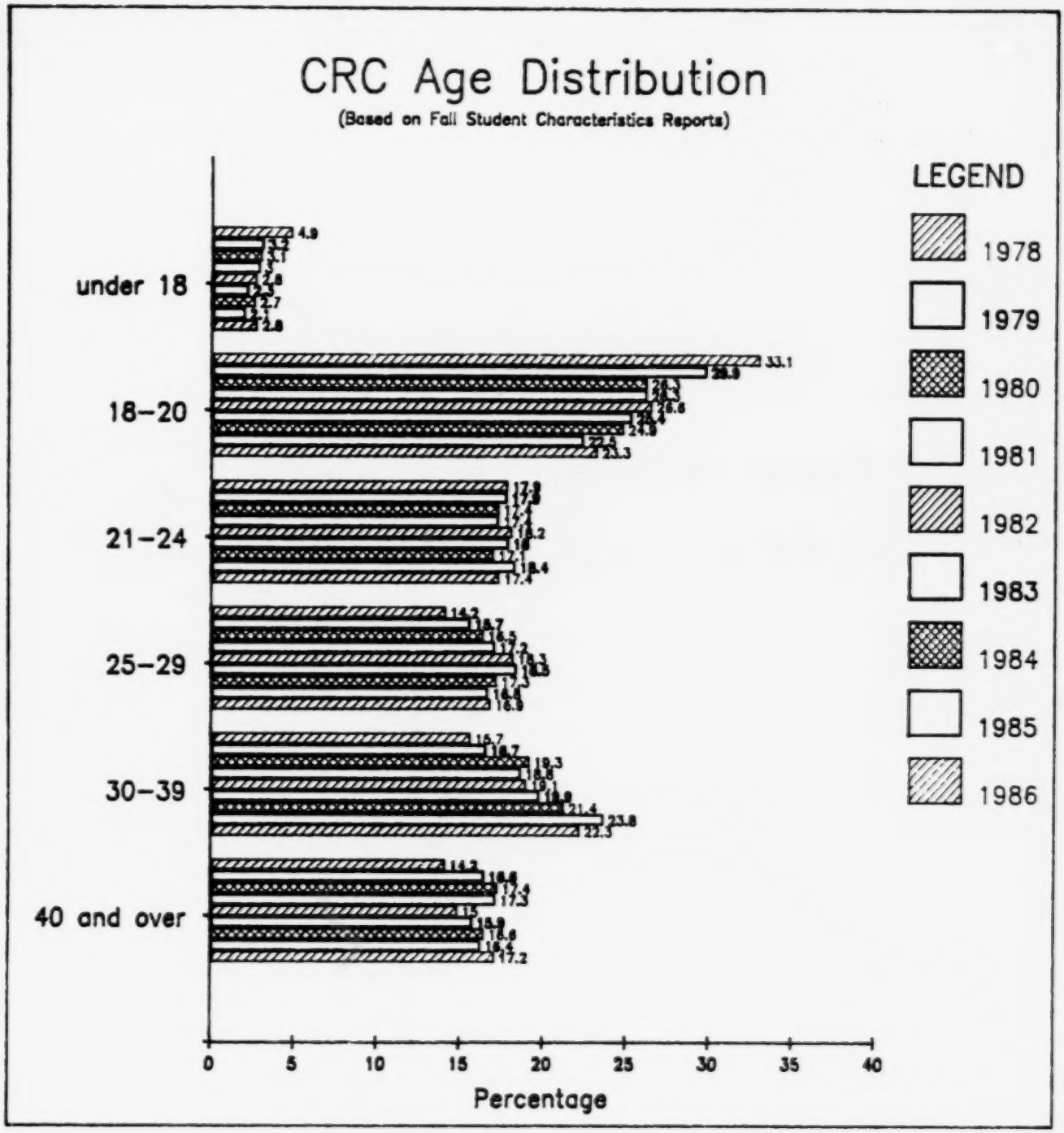
Day students (including those taking both day and evening classes) comprised 45.8% of the Fall 1986 enrollment; 54.2% were evening students. Both day and evening enrollments increased in Fall 1986 as compared to Fall 1985, but the largest increase was in evening enrollments.

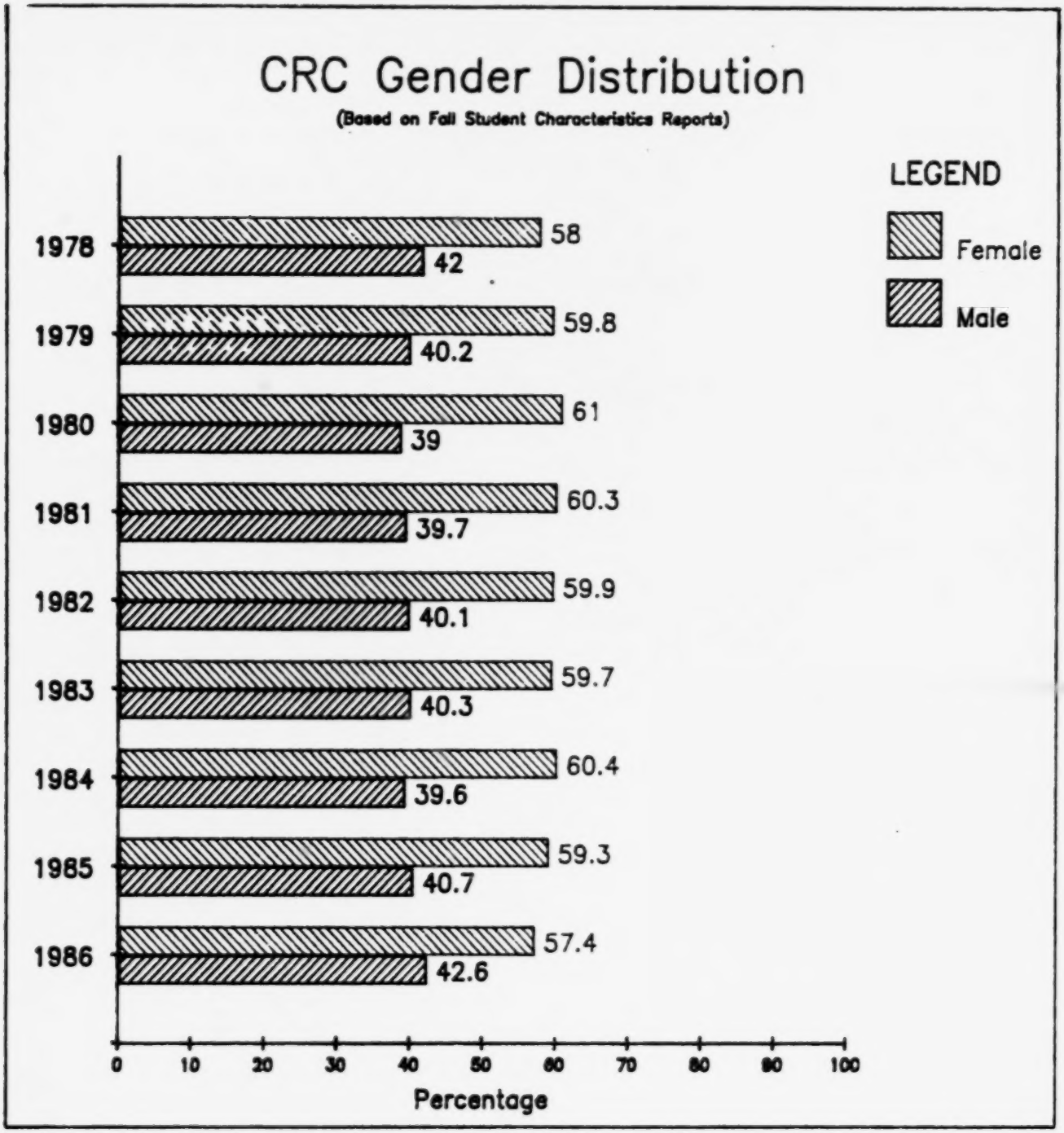
WSCH

In Fall 1986, 60.6% of CRC's Weekly Student Contact Hours were generated by day students; 39.4% by evening students. From 1978 through 1980, the proportion of WSCH generated by day students was approximately 76%; since then, the percentage of evening enrollments has gradually increased.

Information from: Planning for Change: Assessing Internal and External Environmental Factors (March 1984), and Fall 1986 Enrollment Update: Trends and Implications (January 1987).

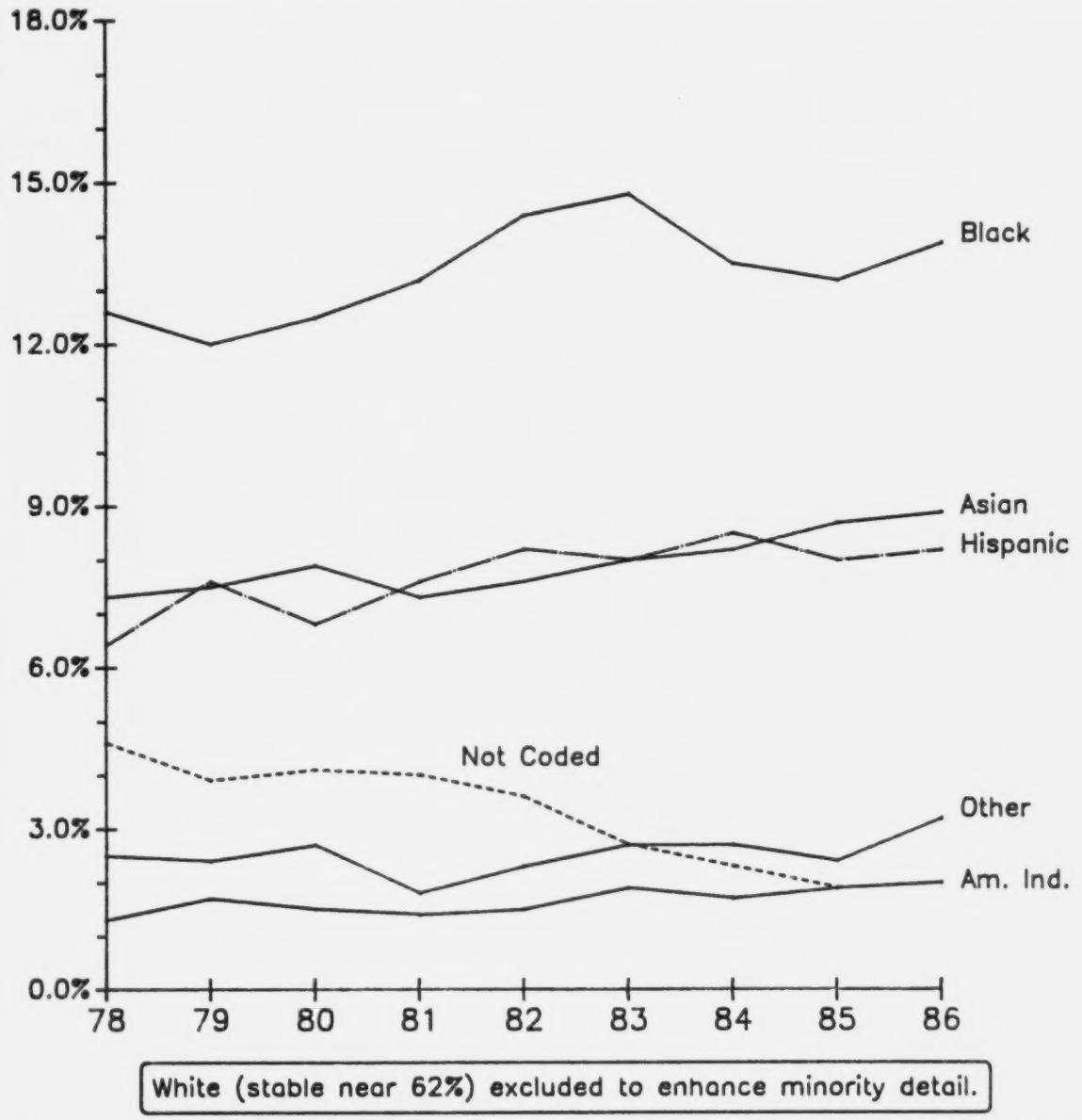

CRC Enrollment
(Based on Fall 4th Week Census Reports)
Unduplicated Students
7000
6000
5000
4000
3000
2000
1000
0
3335
3435
3883
4106
4262
3853
3303
2549
2751
1537
2098
2126
2441
2363
2327
2077
2787
3255
4482
5533
6009
8547
6825
6160
5380
5336
6006
78 79 80 81 82 83 84 85 86
78 79 80 81 82 83 84 85 86
78 79 80 81 82 83 84 85 86
Day
Evening
Total


CRC Age Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
1986
under 18
18–20
21–24
25–29
30–39
40 and over
0
5
10
15
20
25
30
35
40
Percentage


CRC Gender Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
Female
Male
1978
58
42
1979
59.8
40.2
1980
61
39
1981
60.3
39.7
1982
59.9
40.1
1983
59.7
40.3
1984
60.4
39.6
1985
59.3
40.7
1986
57.4
42.6
0
10
20
30
40
50
60
70
80
90
100
Percentage

CRC Ethnicity

(Based on Fall Student Characteristics Reports)

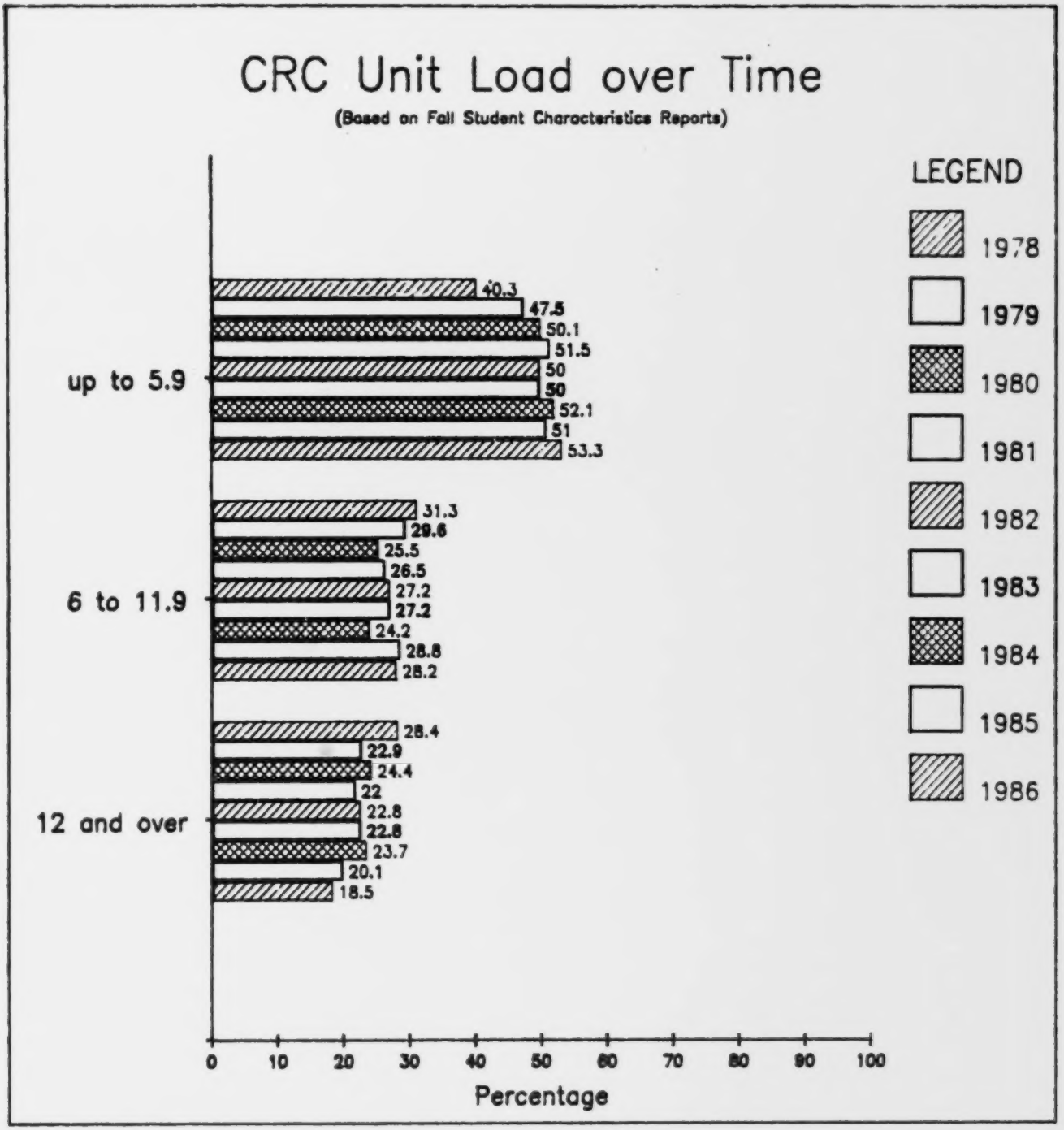


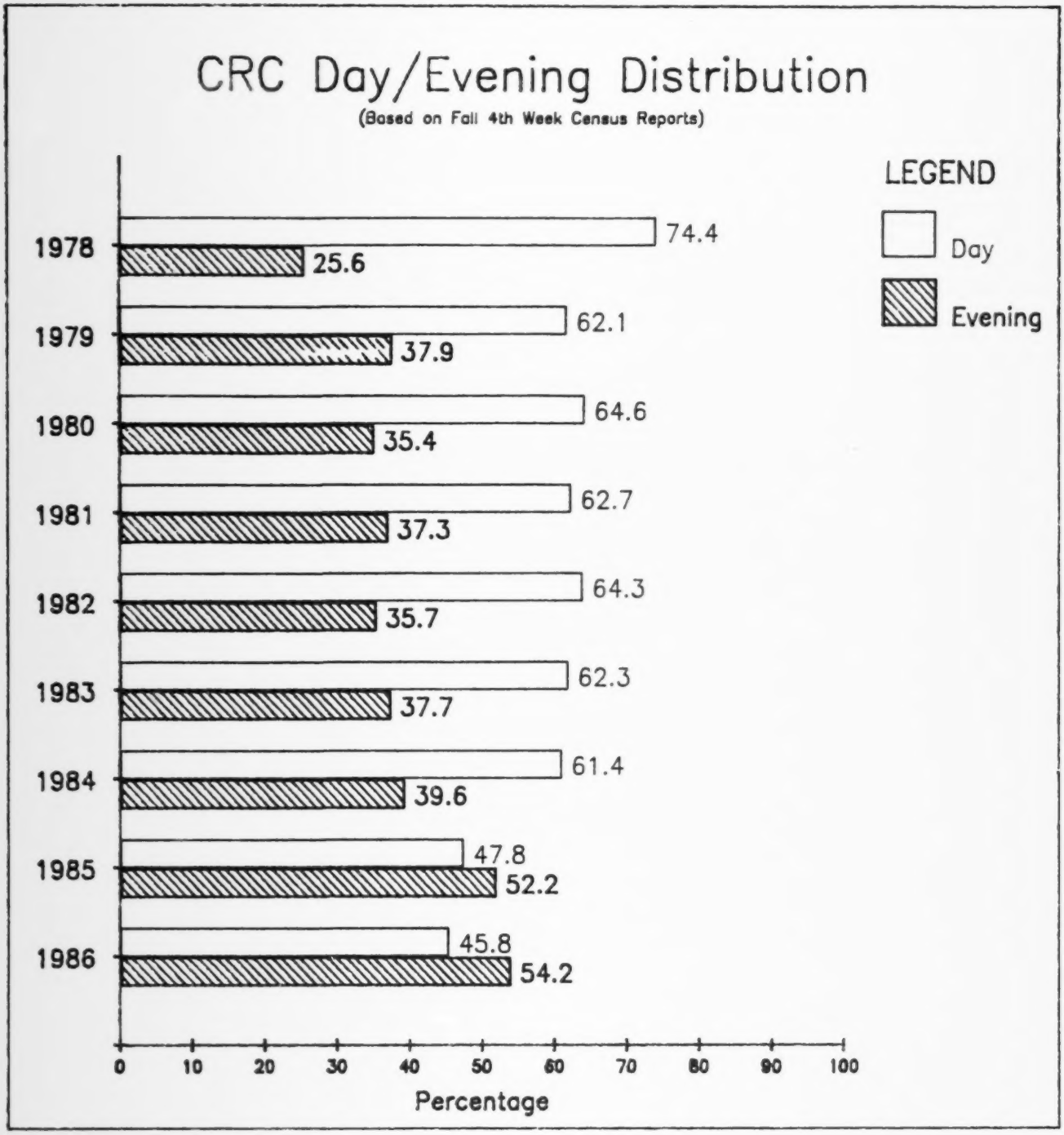
White (stable near 62%) excluded to enhance minority detail.

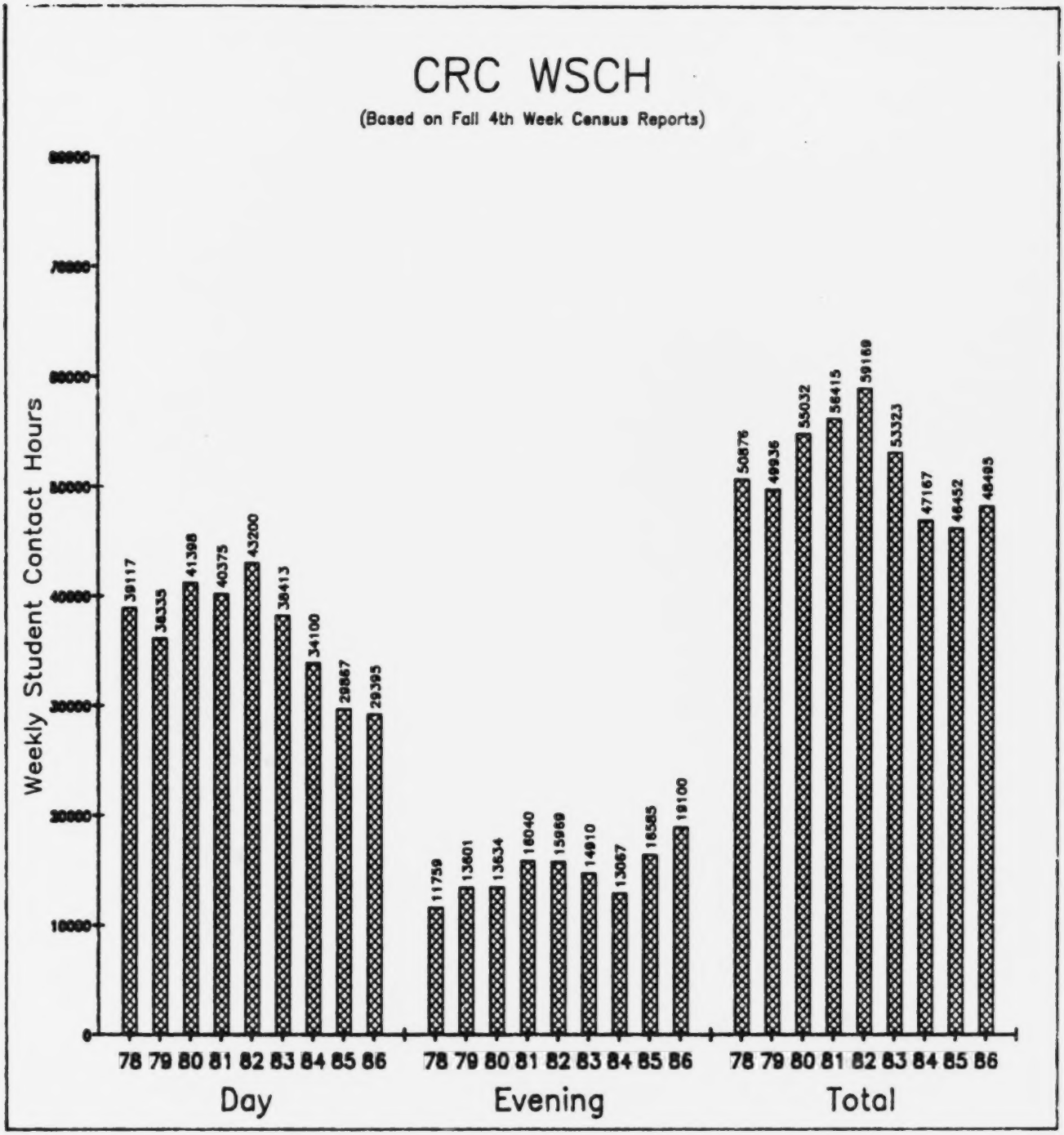
CRC Ethnicity
(Based on Fall Student Characteristics Reports)

	WHITE	BLACK	HISPANIC	ASIAN	AMERICAN INDIAN	OTHER	NOT CODED	TOTAL
Fall 1978	3179	614	312	356	64	123	224	4872
	65.3%	12.6%	6.4%	7.3%	1.3%	2.5%	4.6%	
Fall 1979	3493	648	407	402	89	129	210	5378
	64.9%	12.0%	7.6%	7.5%	1.7%	2.4%	3.9%	
Fall 1980	3769	730	398	459	90	156	240	5842
	64.5%	12.5%	6.8%	7.9%	1.5%	2.7%	4.1%	
CSA, 1980	55354	6839	8646	4553	1016	385		76793
Fed. Census	72.1%	8.9%	11.3%	5.9%	1.3%	0.5%		
Fall 1981	4172	848	487	473	92	119	255	6446
	64.7%	13.2%	7.6%	7.3%	1.4%	1.8%	4.0%	
Fall 1982	4133	953	546	504	100	151	238	6625
	62.4%	14.4%	8.2%	7.6%	1.5%	2.3%	3.6%	
Fall 1983	3777	904	490	488	115	166	165	6105
	61.9%	14.8%	8.0%	8.0%	1.9%	2.7%	2.7%	
Fall 1984	3346	716	451	436	91	142	121	5303
	63.1%	13.5%	8.5%	8.2%	1.7%	2.7%	2.3%	
Fall 1985	3372	694	420	456	98	127	99	5266
	64.0%	13.2%	8.0%	8.7%	1.9%	2.4%	1.9%	
Fall 1986	3525	791	470	506	114	183	115	5704
	61.8%	13.9%	8.2%	8.9%	2.0%	3.2%	2.0%	
F85-F86 percent change	+4.5%	+14.0%	+11.9%	+11.0%	+16.3%	+44.1%	+16.2%	+8.3%

Federal Census definition of "Spanish Origin" is not comparable to other ethnic definitions.
Federal Census combines "Other" and "Not Coded."


CRC Unit Load over Time
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
1986
up to 5.9
40.3
47.5
50.1
51.5
50
50
52.1
51
53.3
6 to 11.9
31.3
29.6
25.5
26.5
27.2
27.2
24.2
28.8
28.2
12 and over
28.4
22.9
24.4
22
22.8
22.8
23.7
20.1
18.5
0
10
20
30
40
50
60
70
80
90
100
Percentage


CRC Day/Evening Distribution
(Based on Fall 4th Week Census Reports)
LEGEND
Day
Evening
1978
74.4
25.6
1979
62.1
37.9
1980
64.6
35.4
1981
62.7
37.3
1982
64.3
35.7
1983
62.3
37.7
1984
61.4
39.6
1985
47.8
52.2
1986
45.8
54.2
0
10
20
30
40
50
60
70
80
90
100
Percentage


CRC WSCH
(Based on Fall 4th Week Census Reports)
Weekly Student Contact Hours
0
10000
20000
30000
40000
50000
60000
70000
80000
39117
36335
41398
40375
43200
38413
34100
29867
29395
11759
13601
13634
16040
15969
14810
13067
16585
19100
50876
49936
55032
56415
59169
53323
47167
46452
48495
78 79 80 81 82 83 84 85 86
78 79 80 81 82 83 84 85 86
78 79 80 81 82 83 84 85 86
Day
Evening
Total

PLACERVILLE CENTER
FALL 1986 DEMOGRAPHICS

ENROLLMENT

Total enrollment in Fall 1986 was 2,316, up 15.5% over Fall 1985 and almost equal to the Center's peak enrollment of 2,383 in Fall 1981. This was the third consecutive increase since enrollment fell to 1,723 in Fall 1983.

AGE

Students (Fall 1978 and Fall 1986) compared with College Service Area (CSA) population (1980 U. S. Census):

Students (Fall 1978)		CSA Population (1980 U. S. Census Data)		Students (Fall 1986)	
Under 18	6.4%			Under 18	4.2%
18-20	21.4%	14-19	12.7%	18-20	12.7%
21-24	13.5%	20-24	7.0%	21-24	9.7%
25-29	15.6%	25-29	8.9%	25-29	14.0%
30-39	21.0%	30-39	19.5%	30-39	29.7%
40 +	22.1%	40 +	51.9%	40 +	29.8%

The "college-age" (18-20) student population was only 12.7% of the total enrollment at CRC/P in Fall 1986, and this group's proportion of the total has declined significantly from 21.4% in Fall 1978.

Students aged 40 years and older and those aged 30-39 comprised almost equal proportions of the total (just under 30% each). These groups are continuing to increase their proportions over time.

The largest age group in the CSA was the "40 and older" group (51.9%), with the next largest group being those aged 30-39 years (19.5%). Those over 30 accounted for 71.4% of the CSA population over 14 years of age, while 59.5% of the Fall 1986 CRC/Placerville student population was 30 or older.

GENDER

Students (Fall 1978 and Fall 1986) compared with CSA Population (1980 U. S. Census):

In Fall 1978, 61.7% of the student population was female; 38.3% was male.
In 1980, 50.8% of the CSA population (16 or older) was female; 49.2% was male.
In Fall 1986, 68.4% of the student population was female; 31.6% was male.

The proportion of females in the Placerville Center student body, always much higher than that found in its College Service Area population, has increased from 61.7% in 1978 to 68.4% in Fall 1986.

ETHNICITY

Students (Fall 1978 and Fall 1986) compared with College Service Area Population (1980 U.S. Census):

Ethnic Group	Students (Fall 1978)	CSA Population (1980 U.S. Census)	Students (Fall 1986)
White	64.3%	94.4%	90.1%
Black	0.5%	0.2%	0.2%
Hispanic	1.3%	3.7%*	2.6%
Asian	0.4%	0.5%	0.5%
Am. Indian	1.4%	0.9%	2.6%
Other	1.5%	0.3%	2.4%
Not Coded	30.6%	**	1.6%

*Census used "Spanish Origin" - not comparable
**Census combined "Other" and "Not Coded"

The total proportion of whites in the Placerville Center student population, at 90.1%, has steadily increased over time (from 64.3% in Fall 1978), but is still lower than the 94.4% found in the College Service Area at the time of the 1980 Federal Census.

UNIT LOAD

The largest segment of the student population (71.1%) was taking the lightest unit load of 1 to 5.9 units. This proportion has been steadily increasing over time, from 47.8% in Fall 1978. The proportion of full-time students (those taking 12 or more units) has decreased from 23.5% in Fall 1978 to 8.9% in Fall 1986, and the percentage taking the mid-range load of from 6 to 11.9 units has decreased from 28.7% to 20% over the same period.

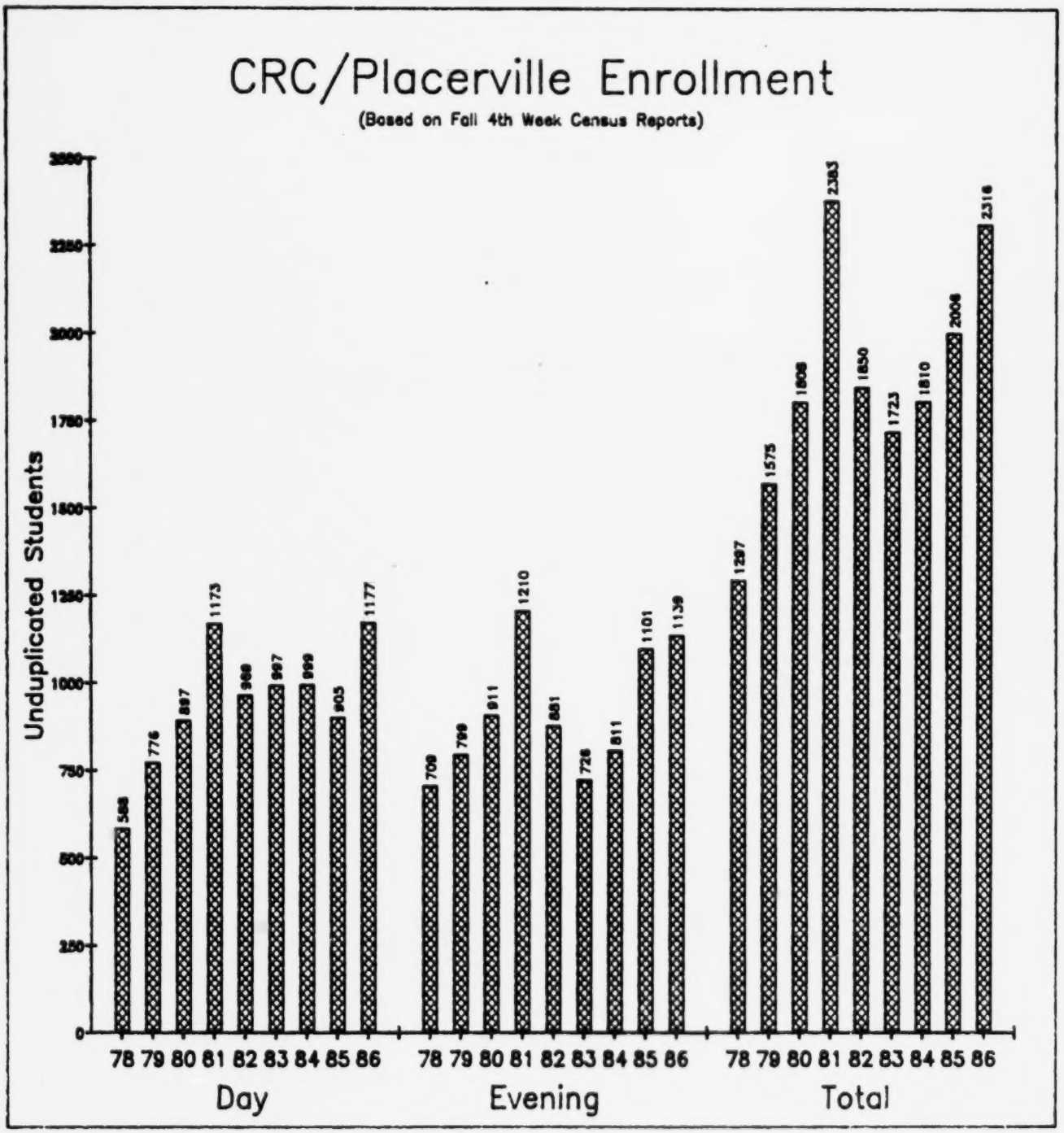
DAY/EVENING ATTENDANCE

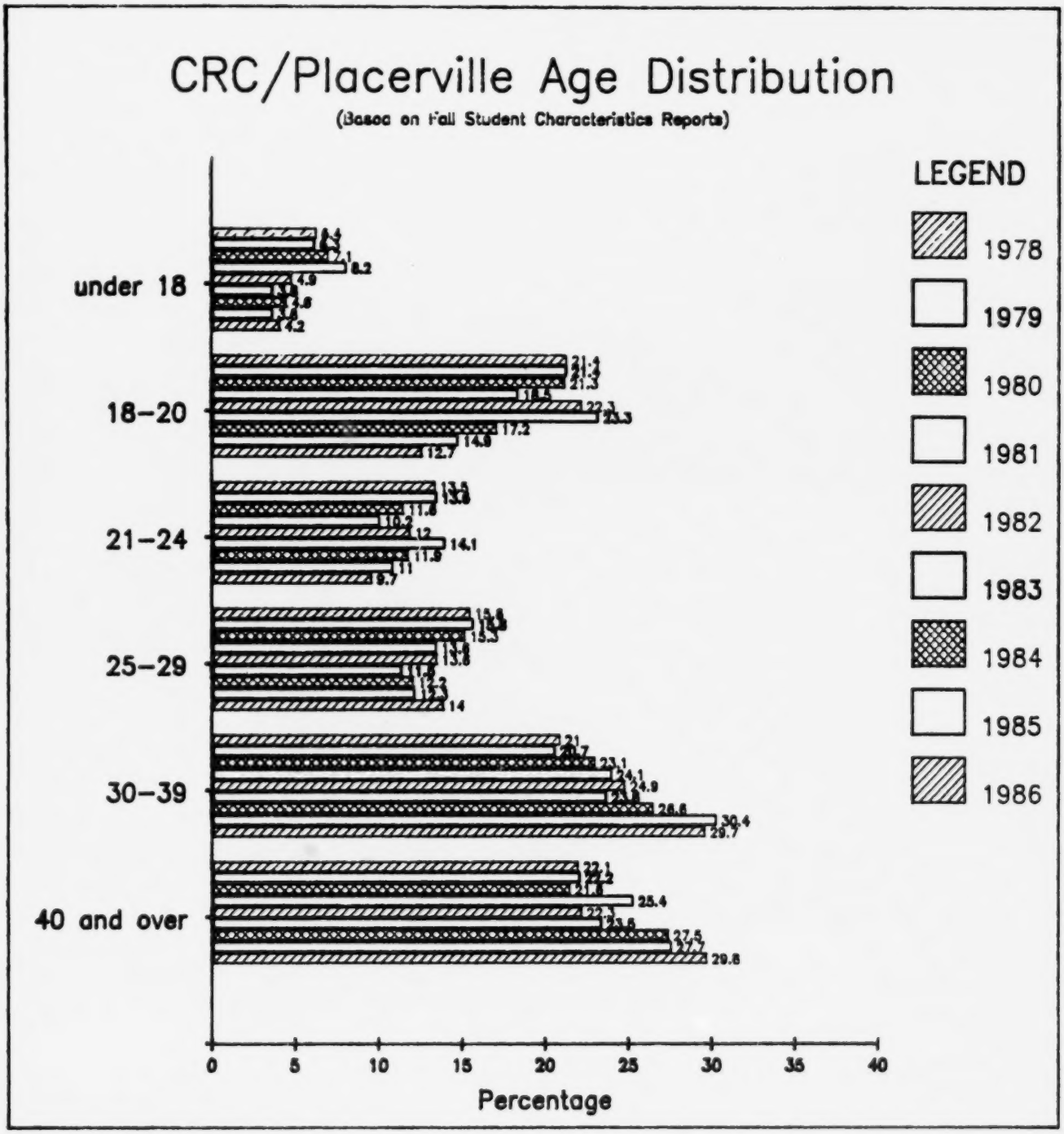
Day students (including those taking both day and evening classes) comprised 50.8% of the Fall 1986 enrollment; 49.2% attended only evening classes. The proportions of day vs. evening enrollments have fluctuated considerably since Fall 1978: from 1979 through 1981 the proportions were close to 50/50; from 1982 through 1984, day enrollments predominated. Evening enrollments increased sharply in Fall 1985 to 54.9%, but most of the Fall 1986 increase was in day enrollments.

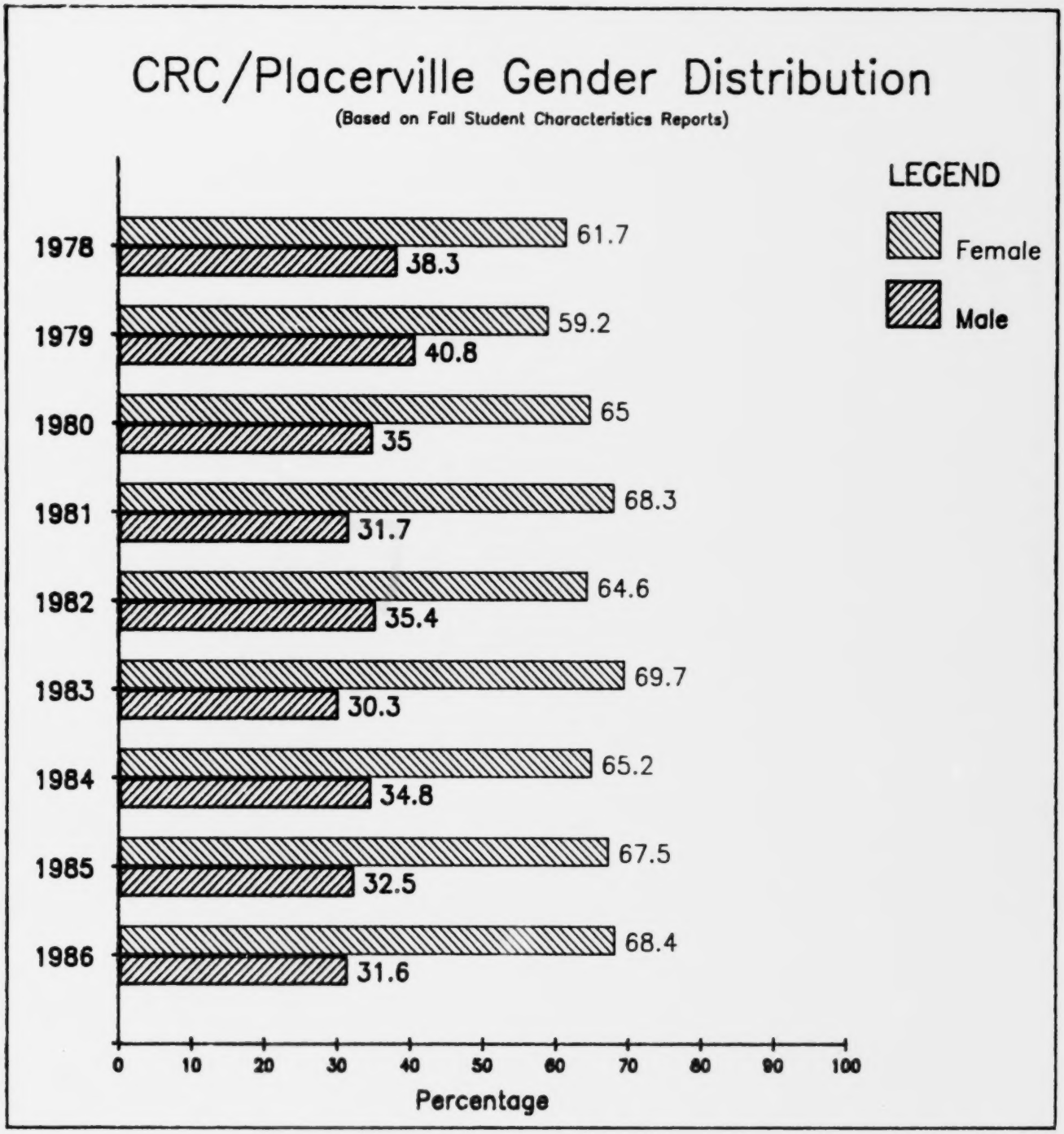
WSCH

In Fall 1986, 54.2% of CRC/P's Weekly Student Contact Hours were generated by day students, and 45.8% by evening students. The majority of WSCH continues to be generated by day students, as has been the case since 1978 even when day/evening enrollment patterns have varied.

Information from: Planning for Change: Assessing Internal and External Environmental Factors (March 1984), and Fall 1986 Enrollment Update: Trends and Implications (January 1987).

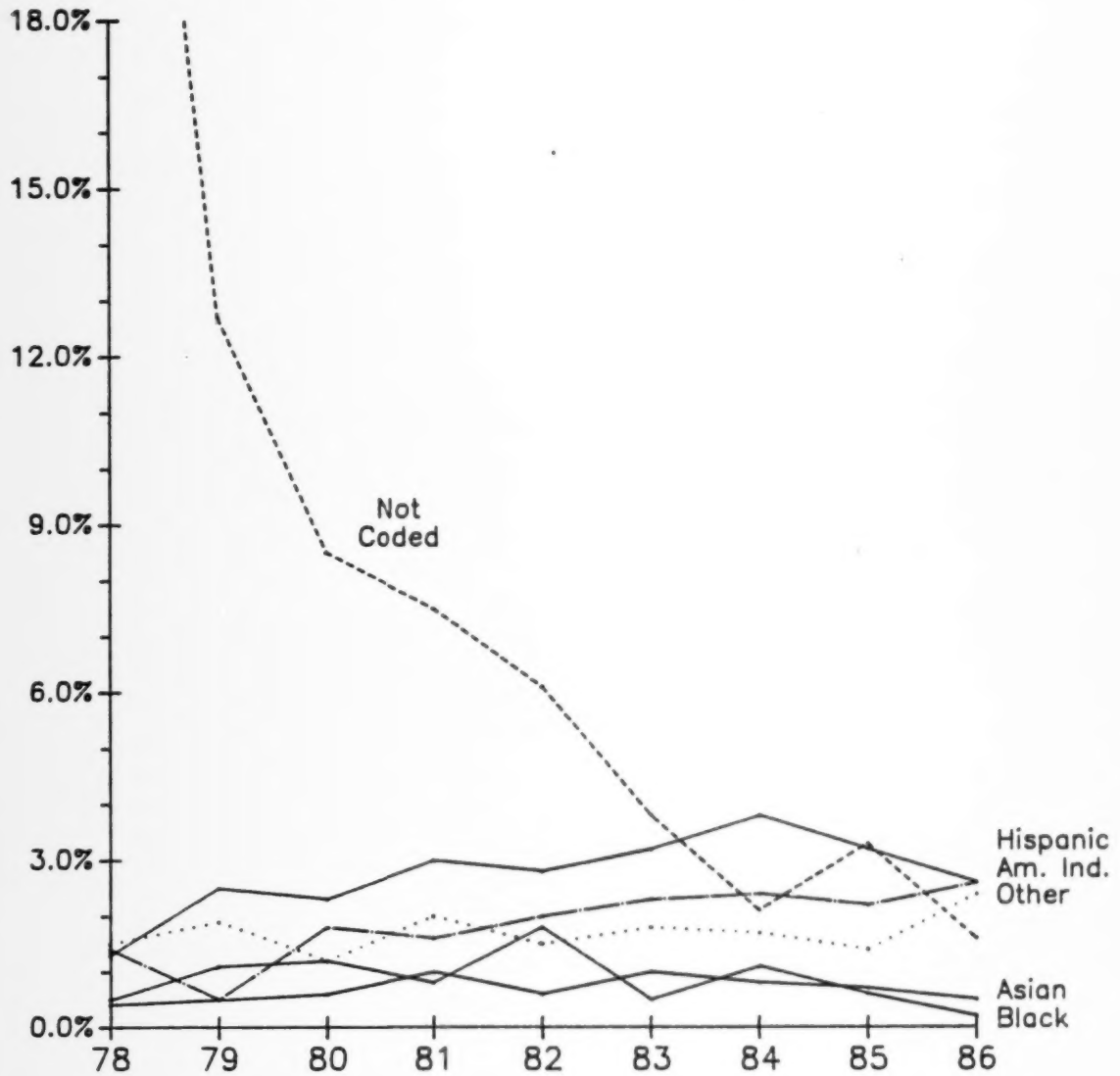

CRC/Placerville Enrollment
(Based on Fall 4th Week Census Reports)
Unduplicated Students
0
250
500
750
1000
1250
1500
1750
2000
2250
2500
588
776
887
1173
966
997
999
903
1177
709
799
911
1210
881
726
811
1101
1139
1297
1575
1808
2383
1850
1723
1810
2006
2316
78 79 80 81 82 83 84 85 86
Day
78 79 80 81 82 83 84 85 86
Evening
78 79 80 81 82 83 84 85 86
Total


CRC/Placerville Age Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
1986
under 18
18–20
21–24
25–29
30–39
40 and over
0
5
10
15
20
25
30
35
40
Percentage


CRC/Placerville Gender Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
Female
Male
1978
61.7
38.3
1979
59.2
40.8
1980
65
35
1981
68.3
31.7
1982
64.6
35.4
1983
69.7
30.3
1984
65.2
34.8
1985
67.5
32.5
1986
68.4
31.6
0
10
20
30
40
50
60
70
80
90
100
Percentage

CRC/Placerville Ethnicity

(Based on Fall Student Characteristics Reports)

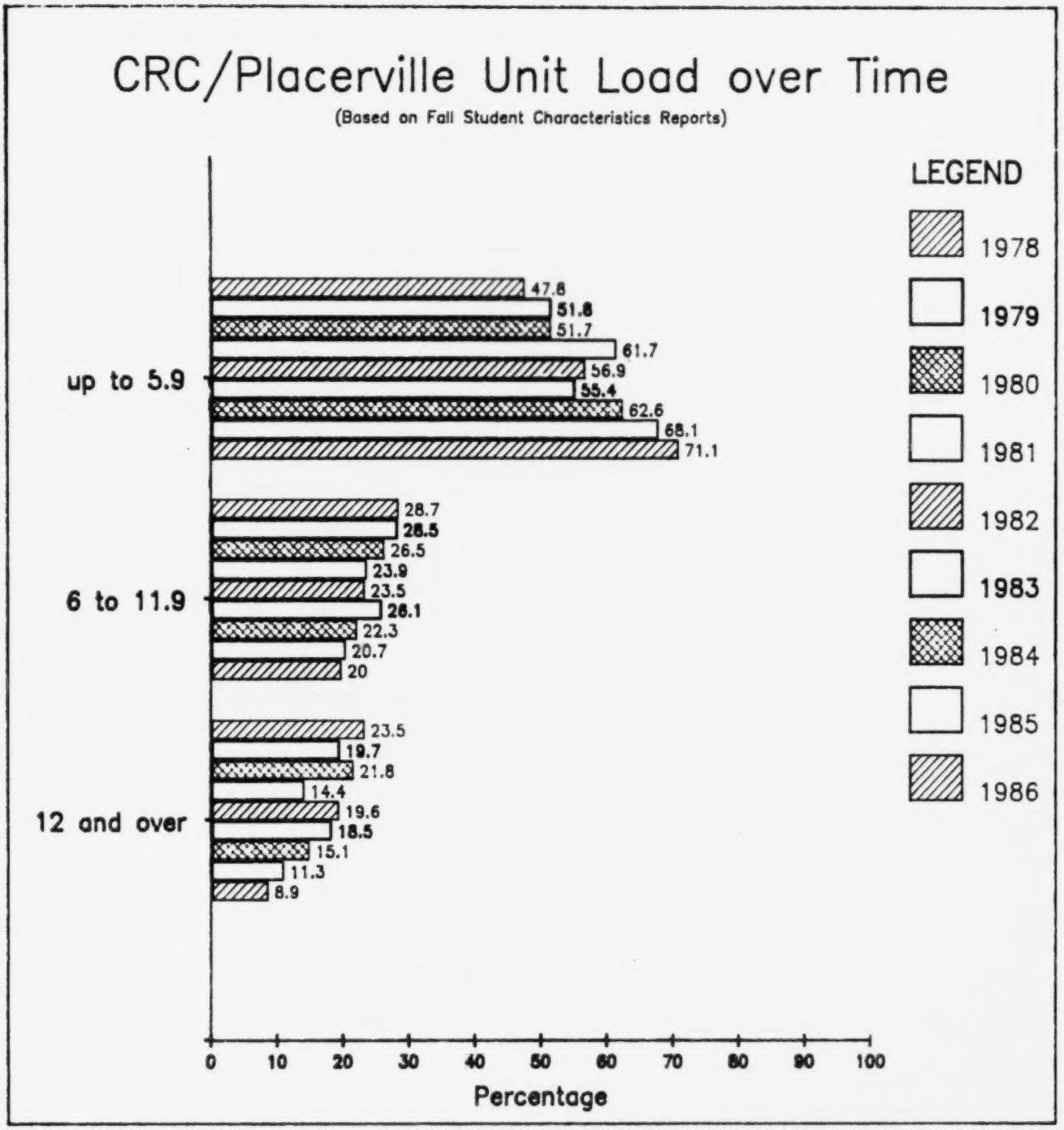


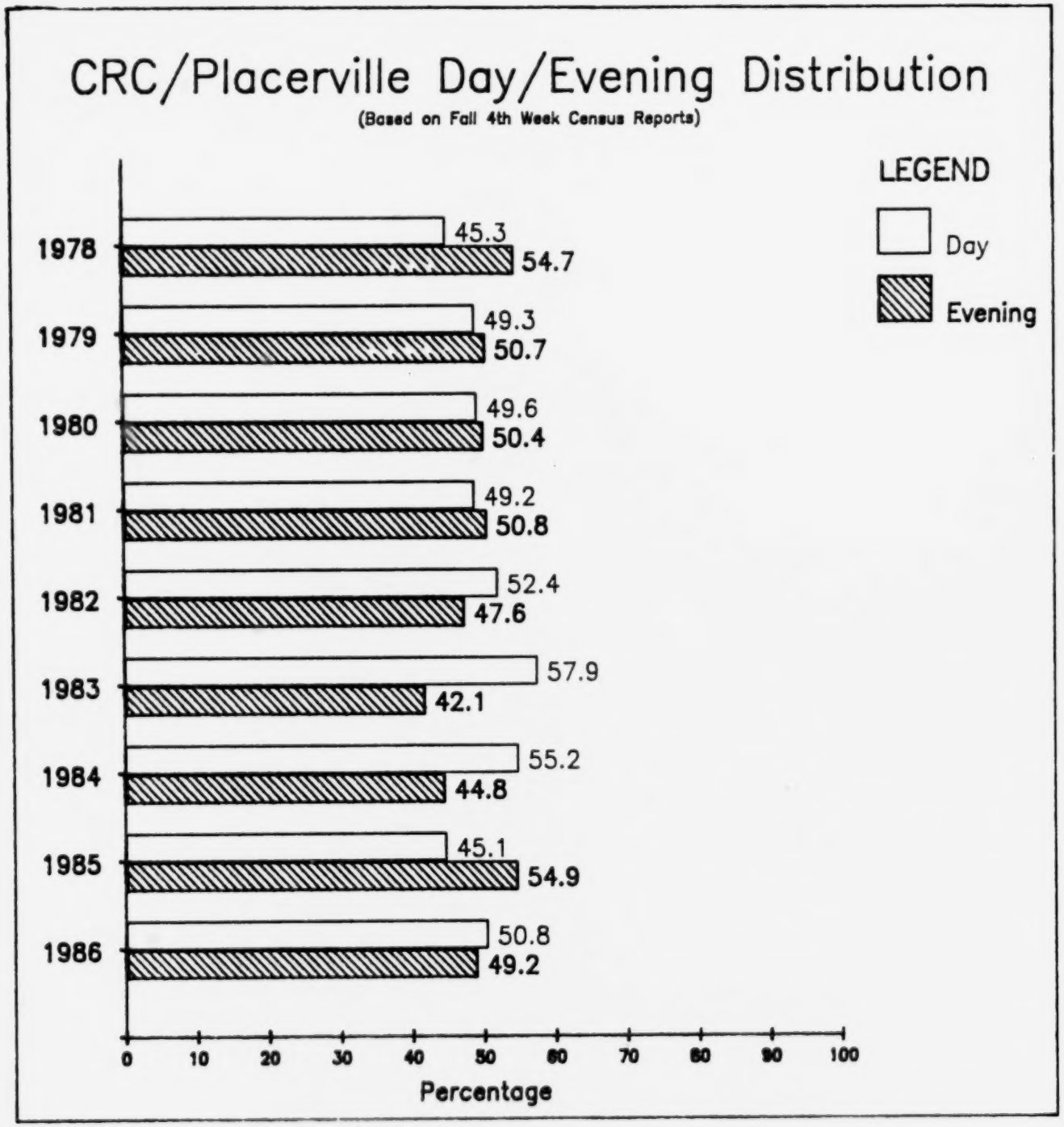
White (growing to 90%) excluded to enhance minority detail.

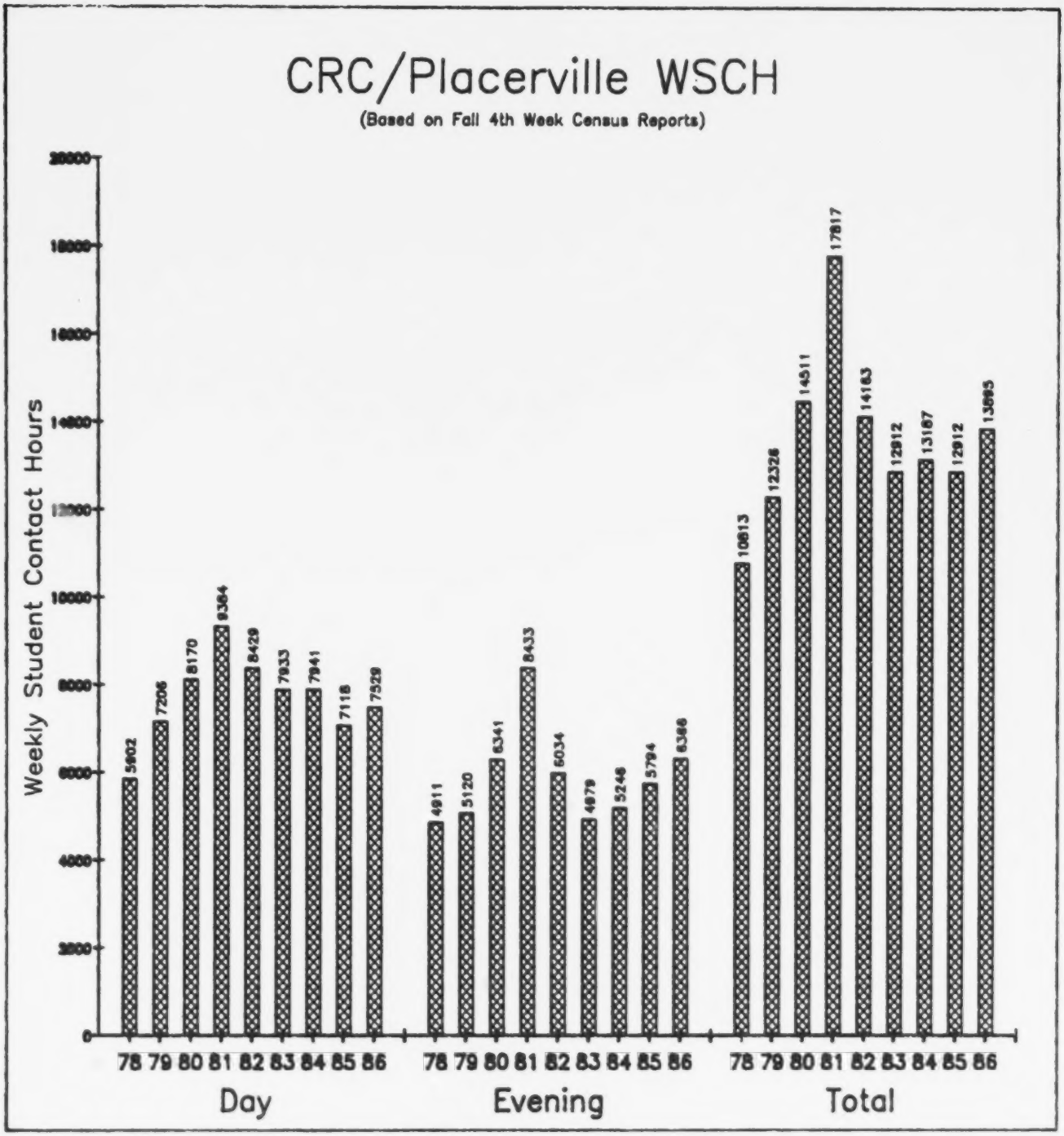
CRC/Placerville Ethnicity
(Based on Fall Student Characteristics Reports)

	WHITE	BLACK	HISPANIC	ASIAN	AMERICAN INDIAN	OTHER	NOT CODED	TOTAL
Fall 1978	834	7	17	5	18	19	397	1297
	64.3%	0.5%	1.3%	0.4%	1.4%	1.5%	30.6%	
Fall 1979	1222	16	38	8	8	29	193	1514
	80.7%	1.1%	2.5%	0.5%	0.5%	1.9%	12.7%	
Fall 1980	1519	21	42	10	32	21	153	1798
	84.5%	1.2%	2.3%	0.6%	1.8%	1.2%	8.5%	
CSA, 1980	55126	123	2148	302	550	157		58406
Fed. Census	94.4%	0.2%	3.7%	0.5%	0.9%	0.3%		
Fall 1981	1902	19	68	23	37	45	170	2264
	84.0%	0.8%	3.0%	1.0%	1.6%	2.0%	7.5%	
Fall 1982	1613	35	54	12	38	29	115	1896
	85.1%	1.8%	2.8%	0.6%	2.0%	1.5%	6.1%	
Fall 1983	1419	8	52	17	38	29	62	1625
	87.3%	0.5%	3.2%	1.0%	2.3%	1.8%	3.8%	
Fall 1984	1572	19	67	15	43	31	37	1784
	88.1%	1.1%	3.8%	0.8%	2.4%	1.7%	2.1%	
Fall 1985	1723	11	63	13	43	27	65	1945
	88.6%	0.6%	3.2%	0.7%	2.2%	1.4%	3.3%	
Fall 1986	1949	5	56	10	56	52	35	2163
	90.1%	0.2%	2.6%	0.5%	2.6%	2.4%	1.6%	
F85-F86 percent change	+13.1%	-54.5%	-11.1%	-23.1%	+30.2%	+92.6%	-46.2%	+11.2%

Federal Census definition of "Spanish Origin" is not comparable to other ethnic definitions.
Federal Census combines "Other" and "Not Coded."


CRC/Placerville Unit Load over Time
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
1986
up to 5.9
47.6
51.8
51.7
61.7
56.9
55.4
62.6
68.1
71.1
6 to 11.9
28.7
28.5
26.5
23.9
23.5
26.1
22.3
20.7
20
12 and over
23.5
19.7
21.8
14.4
19.6
18.5
15.1
11.3
8.9
0
10
20
30
40
50
60
70
80
90
100
Percentage


CRC/Placerville Day/Evening Distribution
(Based on Fall 4th Week Census Reports)
LEGEND
Day
Evening
1978
45.3
54.7
1979
49.3
50.7
1980
49.6
50.4
1981
49.2
50.8
1982
52.4
47.6
1983
57.9
42.1
1984
55.2
44.8
1985
45.1
54.9
1986
50.8
49.2
0
10
20
30
40
50
60
70
80
90
100
Percentage


CRC/Placerville WSCH
(Based on Fall 4th Week Census Reports)
Weekly Student Contact Hours
0
4000
8000
10000
14000
18000
5802
7206
8170
9384
8429
7933
7941
7116
7529
4911
5120
6341
8433
6034
4879
5246
5794
6386
10813
12326
14511
17817
14163
12912
13167
12912
13865
78 79 80 81 82 83 84 85 86
78 79 80 81 82 83 84 85 86
78 79 80 81 82 83 84 85 86
Day
Evening
Total

SACRAMENTO CITY COLLEGE
FALL 1986 DEMOGRAPHICS

ENROLLMENT

Total enrollment in Fall 1986 was 13,979, up 2.3% over Fall 1985. This was the first increase since enrollment peaked at 16,042 in Fall 1981. Total enrollment dropped slightly in 1982 and 1983 and then sharply in 1984, with most of the decline occurring in evening enrollments.

AGE

Students (Fall 1978 and Fall 1986) compared with College Service Area (CSA) population (1980 U. S. Census):

Students (Fall 1978)		CSA Population (1980 U. S. Census Data)		Students (Fall 1986)	
Under 18	3.8%			Under 18	2.7%
18-20	29.0%	14-19	12.6%	18-20	25.3%
21-24	21.6%	20-24	14.5%	21-24	21.0%
25-29	19.9%	25-29	11.9%	25-29	18.1%
30-39	14.6%	30-39	16.0%	30-39	19.6%
40 +	11.1%	40 +	45.1%	40 +	13.3%

The "college-age" (18-20) student population, at 25.3%, was the largest group, but their proportion of the total has declined slowly over time. The percentages of students aged 30-39 and those 40 and older have been slowly increasing since Fall 1978; nevertheless, the student population still contains a considerably higher proportion of young adults than found in the College Service Area.

The largest age group in the College Service Area included persons 40 years and older (45.1%), with the next largest group being those aged 30-39 years (16.0%). Those over 30 accounted for 61.1% of the CSA population over 14 years of age, while only 32.9% of the SCC student population was 30 or older.

GENDER

Students (Fall 1978 and Fall 1986) compared with CSA Population (1980 U. S. Census):

In Fall 1978, 53.8% of the student population was female; 46.2% was male.
In 1980, 52.3% of the CSA population (age 16 or older) was female; 47.7% was male.
In Fall 1986, 57.2% of the student population was female; 42.8% was male.

From 1978 through 1984, SCC's student population was very representative of its College Service Area with respect to gender, but the proportion of women increased in 1985 and again in 1986.

ETHNICITY

Students (Fall 1978 and Fall 1986) compared with College Service Area Population (1980 U.S. Census):

Ethnic Group	Students (Fall 1978)	CSA Population (1980 U.S. Census)	Students (Fall 1986)
White	51.5%	64.7%	51.8%
Black	14.6%	10.2%	11.5%
Hispanic	10.8%	13.9%*	11.2%
Asian	13.0%	9.1%	16.3%
Am. Indian	1.2%	1.0%	1.9%
Other	2.8%	1.1%**	3.7%
Not Coded	6.3%	**	3.5%

*Census used "Spanish Origin" - not comparable
**Census combined "Other" and "Not Coded"

The total proportion of ethnic minorities in the SCC student population has remained relatively stable (around 50%) since Fall 1978; however, there have been shifts among the various groups. The proportion of black students, around 15% from 1978 through 1982, began to decline in 1983 (mirroring a district and statewide trend), and is now 11.5%. Hispanics have remained relatively stable at around 11%, while the proportion of Asians has increased from 13% in 1978 to 16.3% in 1986.

UNIT LOAD

The largest segment of the student population (39.6%) was taking the lightest unit load of 1 to 5.9 units. This proportion was 31.6% in Fall 1978, fluctuated somewhat, and has increased steadily since Fall 1983. Over the same time period, the proportion of full-time students (those taking 12 or more units) has decreased from 35.8% in Fall 1978 to 30% in Fall 1986. The proportion taking the mid-range load of from 6 to 11.9 units (30.4% in 1986) has remained relatively stable.

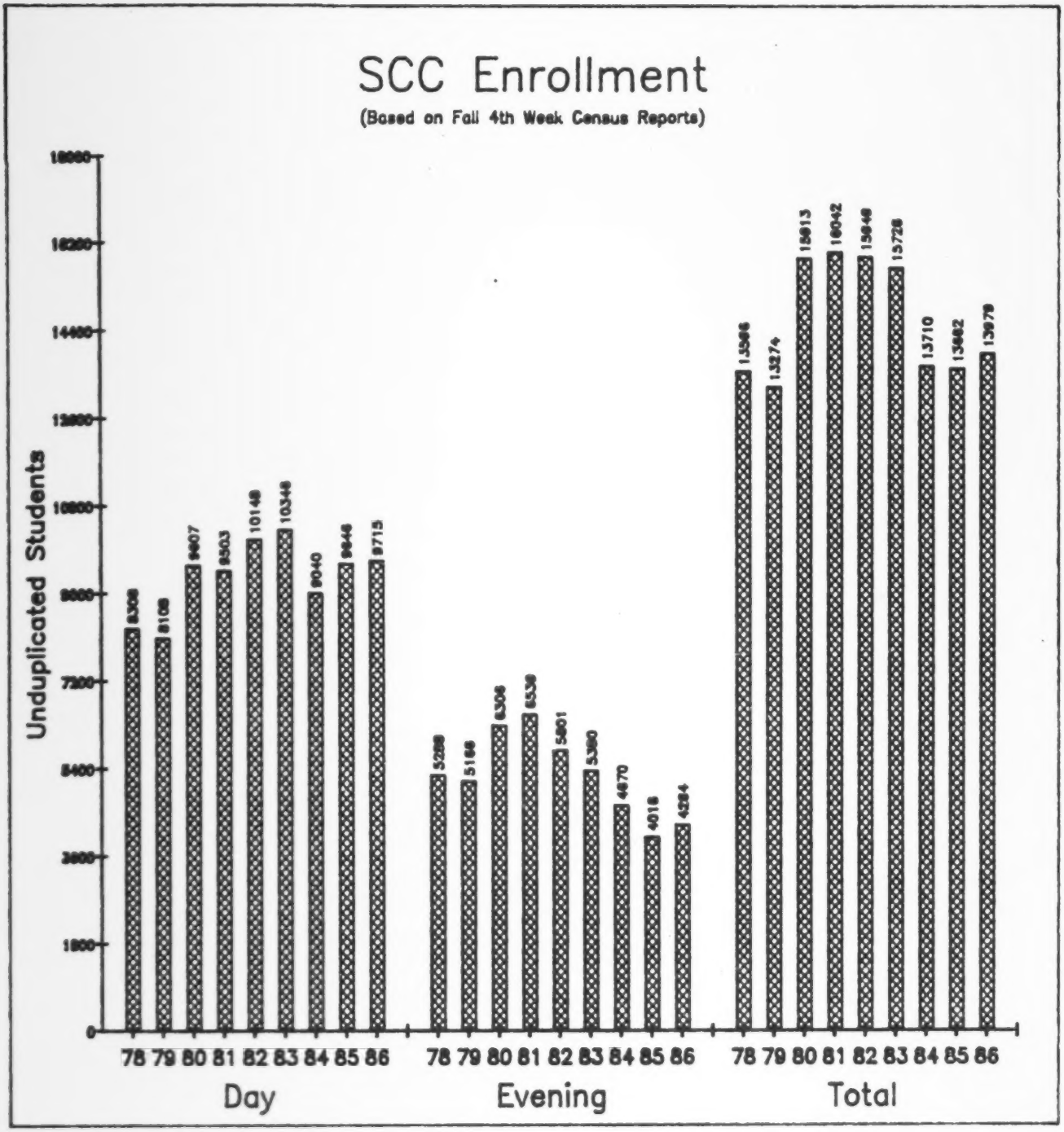
DAY/EVENING ATTENDANCE

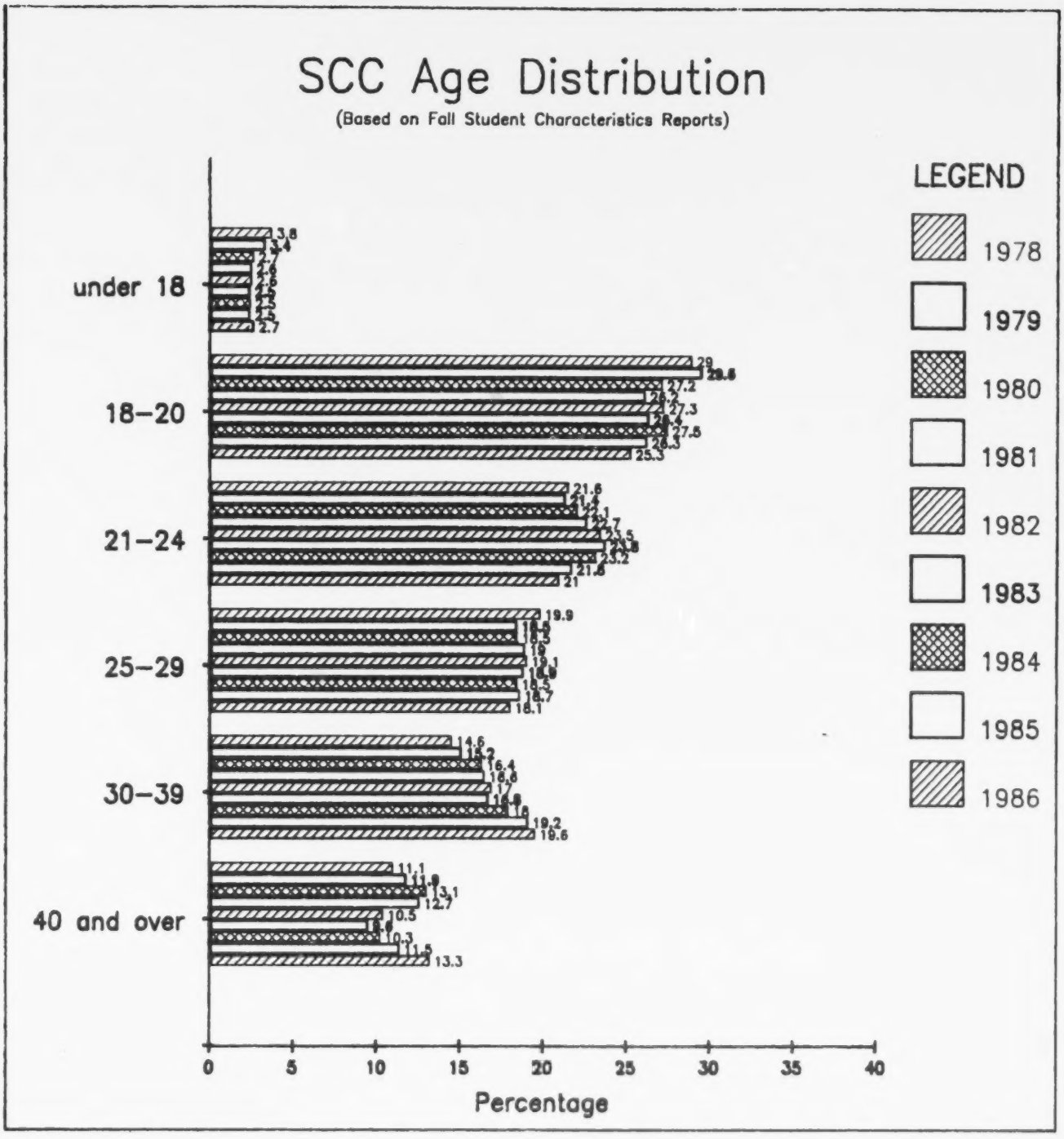
Day students (including those taking both day and evening classes) comprised 69.5% of the Fall 1986 enrollment; 30.5% were evening students. Both day and evening enrollments increased in Fall 1986 as compared to Fall 1985, but the largest increase was in evening enrollments.

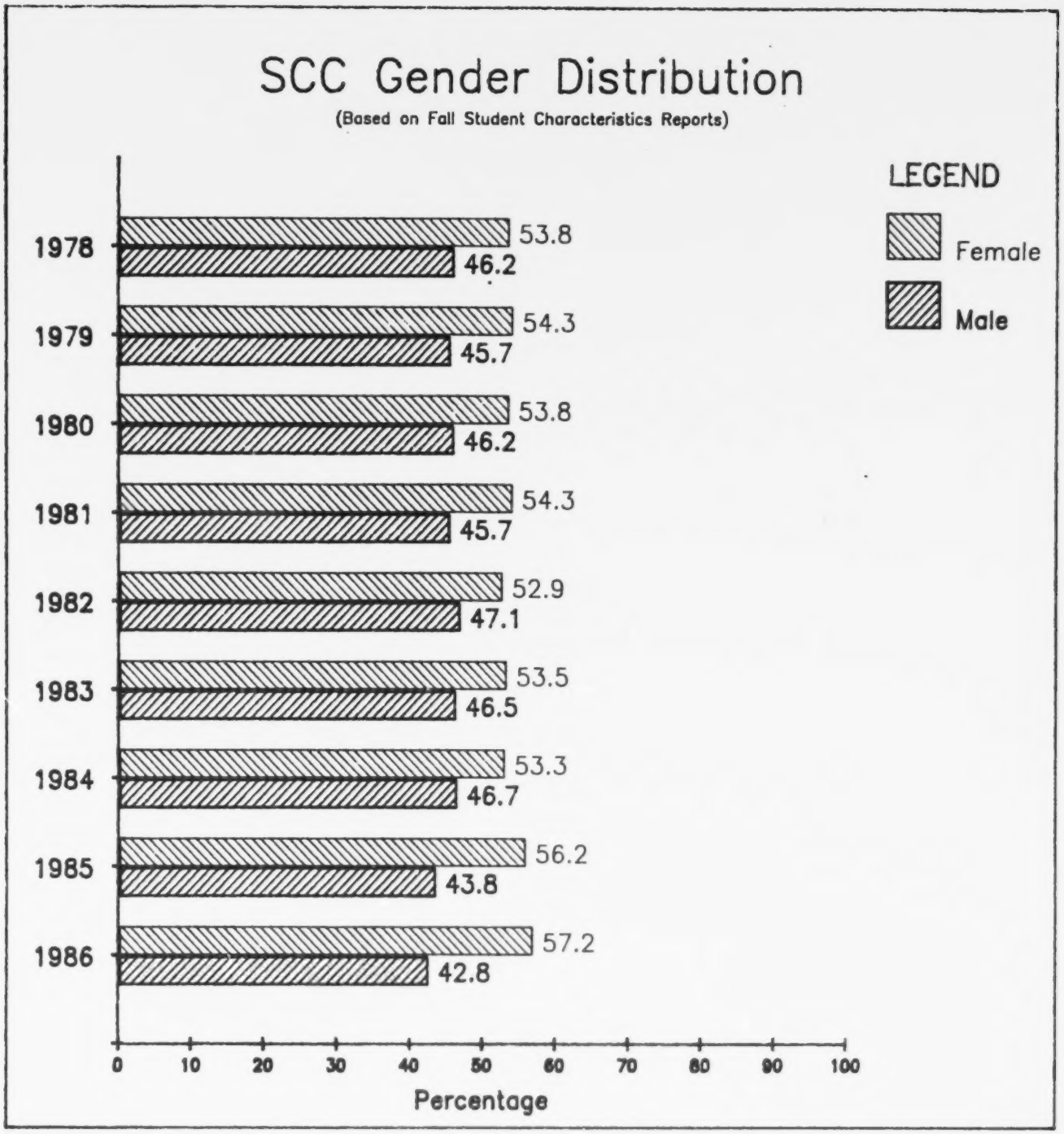
WSCH

In Fall 1986, 79.9% of SCC's Weekly Student Contact Hours were generated by day students; 20.1% by evening students. From 1978 to 1983 the proportion of WSCH generated by day students was approximately 75%; since 1984, that proportion has been approximately 80%.

Information from: Planning for Change: Assessing Internal and External Environmental Factors (March 1984), and Fall 1986 Enrollment Update: Trends and Implications (January 1987).

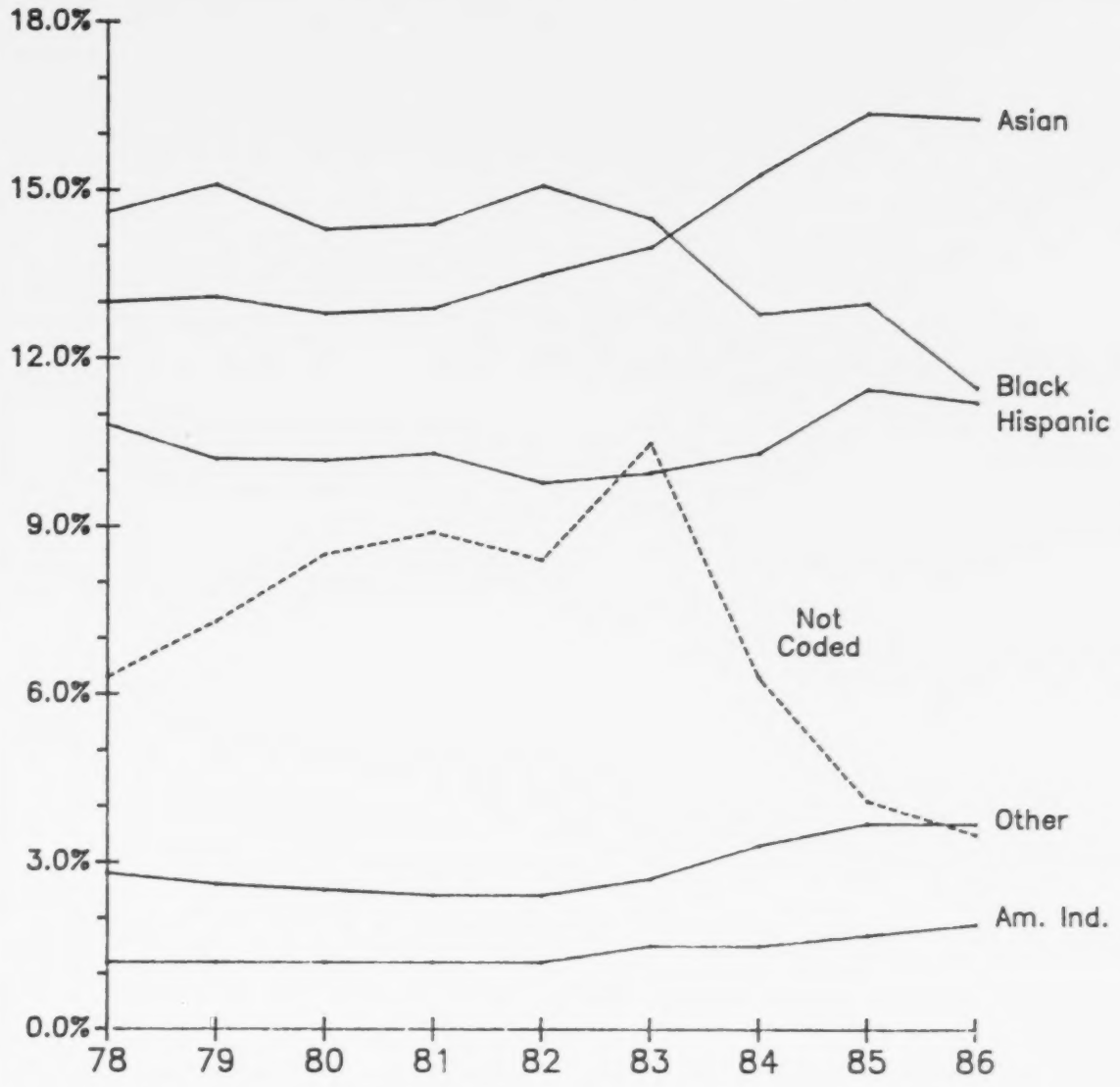

SCC Enrollment
(Based on Fall 4th Week Census Reports)
Unduplicated Students
0
1800
3600
5400
7200
9000
10800
12600
14400
16200
18000
8308
8108
9007
8503
10148
10348
8040
8846
8715
5288
5188
6306
6538
5801
5380
4670
4016
4284
13596
13274
15813
16042
15848
15728
13710
13482
13979
78 79 80 81 82 83 84 85 86
78 79 80 81 82 83 84 85 86
78 79 80 81 82 83 84 85 86
Day
Evening
Total


SCC Age Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
1986
under 18
18–20
21–24
25–29
30–39
40 and over
3.8
3.4
2.7
2.7
2.5
2.5
2.5
2.7
29
28.8
27.2
27.3
27.5
26.3
25.3
21.6
21.4
22.1
22.7
23.5
23.8
23.2
21.8
21
19.9
19
19.1
18.7
18.1
14.6
15.2
16.4
16.8
17
19.2
19.6
11.1
11.9
13.1
12.7
10.5
10.3
11.5
13.3
0
5
10
15
20
25
30
35
40
Percentage


SCC Gender Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
Female
Male
1978
53.8
46.2
1979
54.3
45.7
1980
53.8
46.2
1981
54.3
45.7
1982
52.9
47.1
1983
53.5
46.5
1984
53.3
46.7
1985
56.2
43.8
1986
57.2
42.8
0
10
20
30
40
50
60
70
80
90
100
Percentage

SCC Ethnicity

(Based on Fall Student Characteristics Reports)

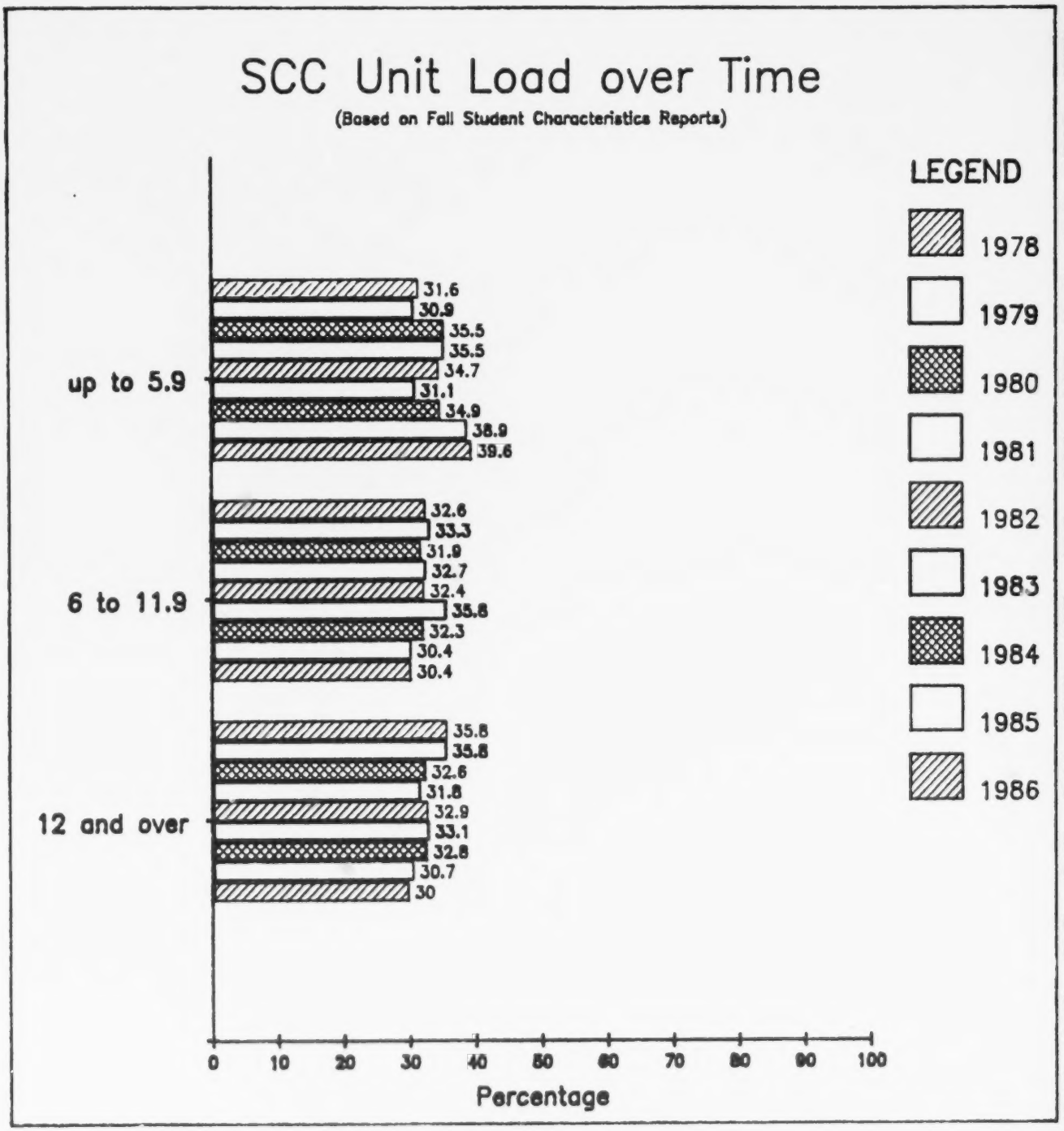


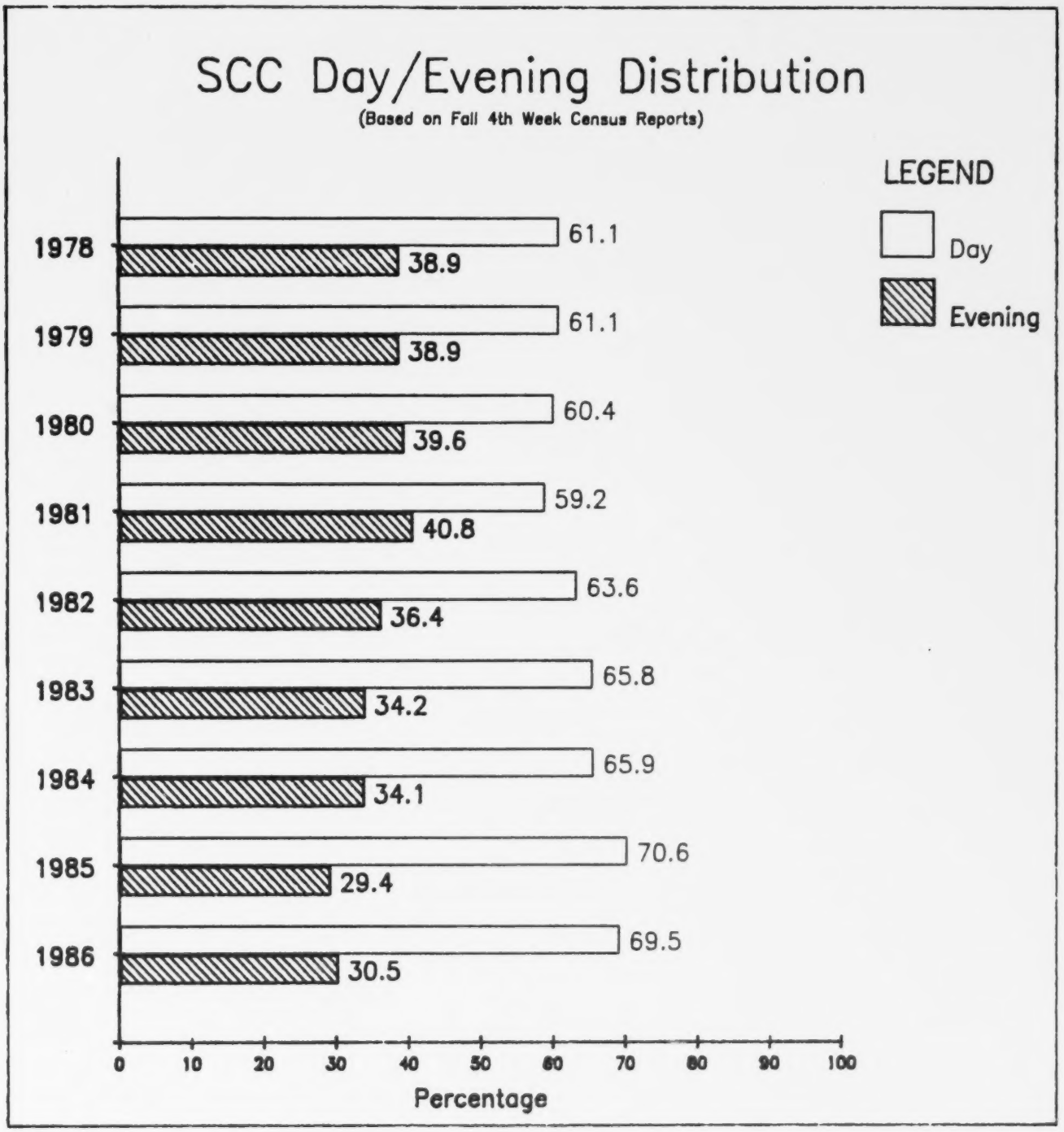
White (stable near 50%) excluded to enhance minority detail.

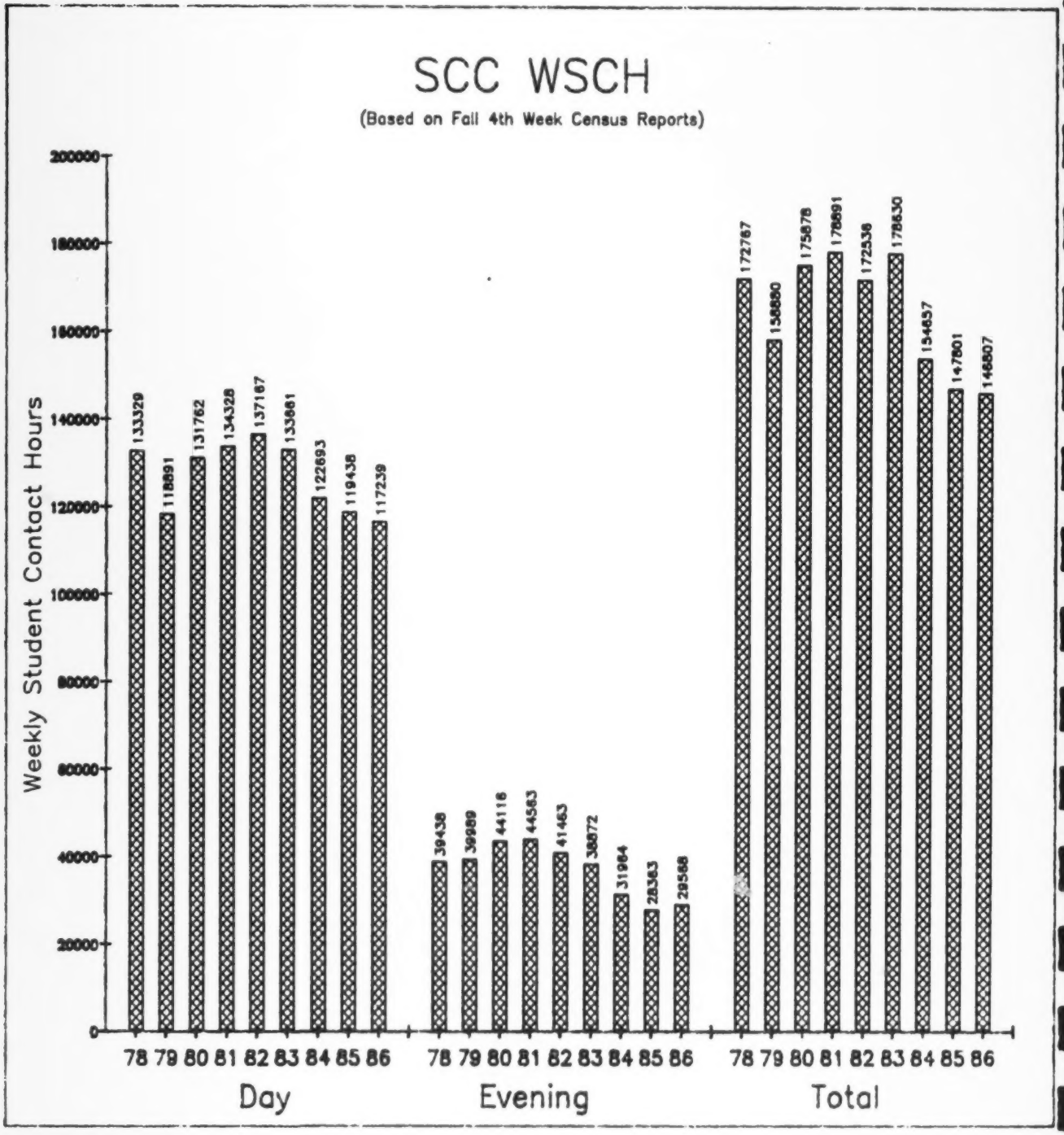
SCC Ethnicity
(Based on Fall Student Characteristics Reports)

	WHITE	BLACK	HISPANIC	ASIAN	AMERICAN INDIAN	OTHER	NOT CODED	TOTAL
Fall 1978	6996	1983	1467	1762	157	374	857	13596
	51.5%	14.6%	10.8%	13.0%	1.2%	2.8%	6.3%	
Fall 1979	6604	1972	1332	1709	152	344	947	13060
	50.6%	15.1%	10.2%	13.1%	1.2%	2.6%	7.3%	
Fall 1980	7754	2192	1561	1971	179	380	1303	15340
	50.5%	14.3%	10.2%	12.8%	1.2%	2.5%	8.5%	
CSA, 1980	180499	28441	38628	25387	2905	2947		278807
Fed. Census	64.7%	10.2%	13.9%	9.1%	1.0%	1.1%		
Fall 1981	7967	2298	1648	2069	193	388	1425	15988
	49.8%	14.4%	10.3%	12.9%	1.2%	2.4%	8.9%	
Fall 1982	7958	2428	1569	2165	193	381	1344	16038
	49.6%	15.1%	9.8%	13.5%	1.2%	2.4%	8.4%	
Fall 1983	7021	2167	1493	2098	226	397	1575	14977
	46.9%	14.5%	10.0%	14.0%	1.5%	2.7%	10.5%	
Fall 1984	6677	1689	1364	2026	192	433	832	13213
	50.5%	12.8%	10.3%	15.3%	1.5%	3.3%	6.3%	
Fall 1985	6498	1696	1501	2147	221	485	537	13085
	49.7%	13.0%	11.5%	16.4%	1.7%	3.7%	4.1%	
Fall 1986	6906	1535	1498	2173	259	500	463	13334
	51.8%	11.5%	11.2%	16.3%	1.9%	3.7%	3.5%	
F85-F86 percent change	+6.3%	-9.5%	-0.2%	+1.2%	+17.2%	+3.1%	-13.8%	+1.9%

Federal Census definition of "Spanish Origin" is not comparable to other ethnic definitions.
Federal Census combines "Other" and "Not Coded."


SCC Unit Load over Time
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
1986
up to 5.9
31.6
30.9
35.5
35.5
34.7
31.1
34.9
38.9
39.6
6 to 11.9
32.6
33.3
31.9
32.7
32.4
35.8
32.3
30.4
30.4
12 and over
35.8
35.8
32.6
31.8
32.9
33.1
32.8
30.7
30
0
10
20
30
40
50
60
70
80
90
100
Percentage


SCC Day/Evening Distribution
(Based on Fall 4th Week Census Reports)
LEGEND
Day
Evening
1978
61.1
38.9
1979
61.1
38.9
1980
60.4
39.6
1981
59.2
40.8
1982
63.6
36.4
1983
65.8
34.2
1984
65.9
34.1
1985
70.6
29.4
1986
69.5
30.5
0
10
20
30
40
50
60
70
80
90
100
Percentage


SCC WSCH
(Based on Fall 4th Week Census Reports)
Weekly Student Contact Hours
200000
180000
160000
140000
120000
100000
80000
60000
40000
20000
0
133329
118891
131762
134328
137167
133661
122693
119438
117239
39438
39989
44118
44583
41483
38872
31964
28363
28568
172767
158880
175878
178891
172536
178630
154657
147801
146507
78 79 80 81 82 83 84 85 86
Day
78 79 80 81 82 83 84 85 86
Evening
78 79 80 81 82 83 84 85 86
Total

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